

L

A



IRENE CARROLL

H

S



St. Anne Church
H.R. 233



Diek Schwartz

Hears to you
Irene
and the best of luck
to you and may other
see much of each other
in the future for it has been
swell through the years so far.
Bob Pontius

So Irene,
I want to need
I wish you luck
& success
Love,
Dorothy
Pontius 2/1/41

Irene,
I'm sure you'll
always be successful
in anything you under-
take because you're such
a sweet, beautiful, grac-
ious girl.

Love,
Dorothy Blake
Dorians

Let's make
future plans of
settling in
Indiana

WINTER

Dear
I'm so glad to
have known you
off 1. 4. 1941
and I hope you
will always have
happiness and
success in your
life
Sincerely
W. H.

Best Wishes
Don Ehrenberg

1941

Best of Luck
+ success to a
really swell girl
Phil Primm
The very best
I wish you
know I know
love it.
Old man



LOS ANGELES

Lot of The Best to a
 swell girl.
 your friend
 Johnny Beaver
 w/41

in the future
 to a swell
 Sebian.

Ann Teske
 "Sebian III"

Order of Book

ADMINISTRATION

HONOR

CLASSES

ORGANIZATIONS

LETTERS

MILITARY

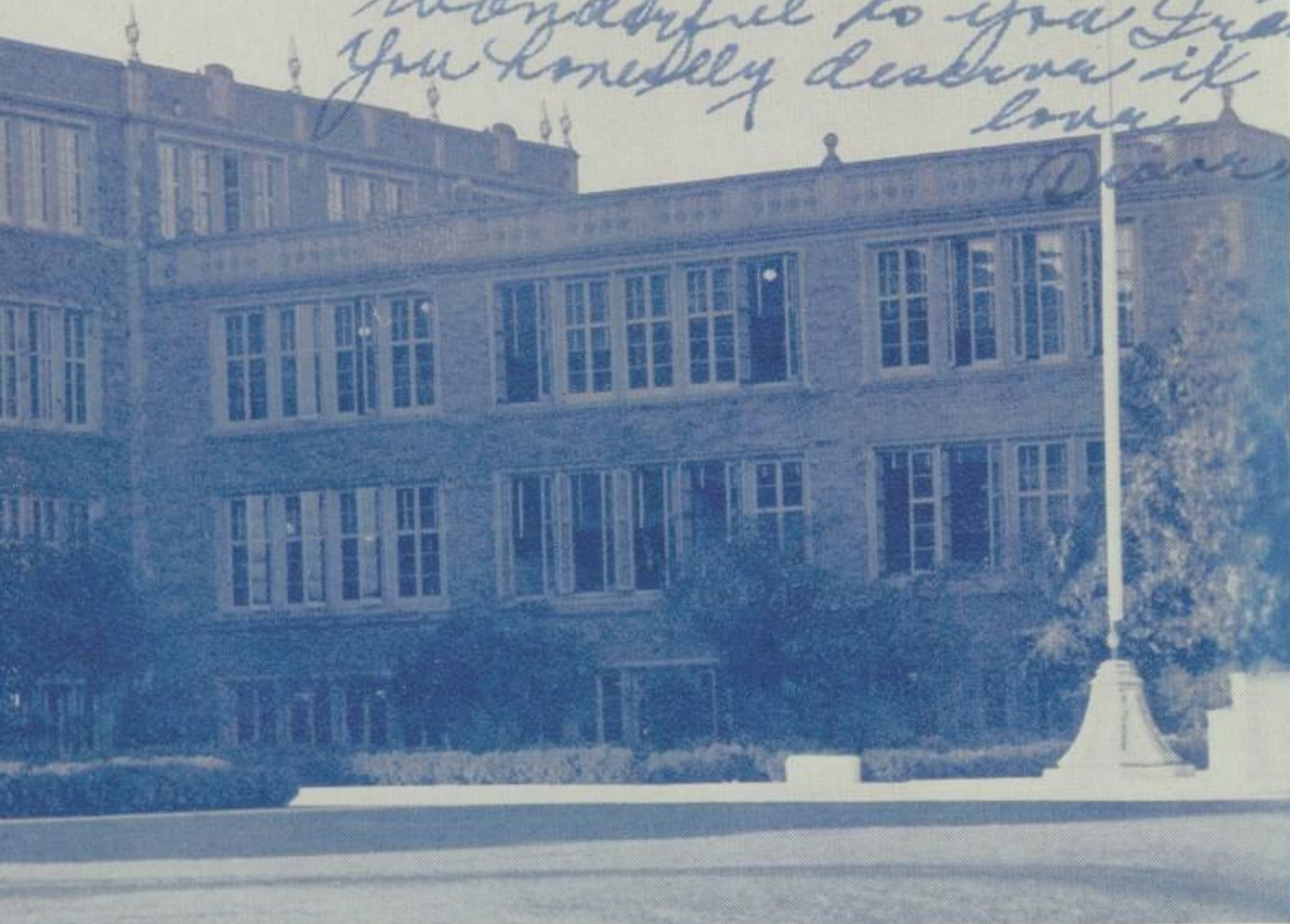
ATHLETICS

CAMPUS LIFE

Loads of letters
 went. I wrote
 a big word girl
 some
 Postmeper

I'm hurt you
 never see you
 any more
 Dick
 To one. many
 swell girl
 always
 just that
 being
 Bobbie

Best of Luck and Everything
 wonderful to you Frank
 You honestly deserve it
 love
 Diane



H I G H S C H O O L

**LOS ANGELES
HIGH SCHOOL**

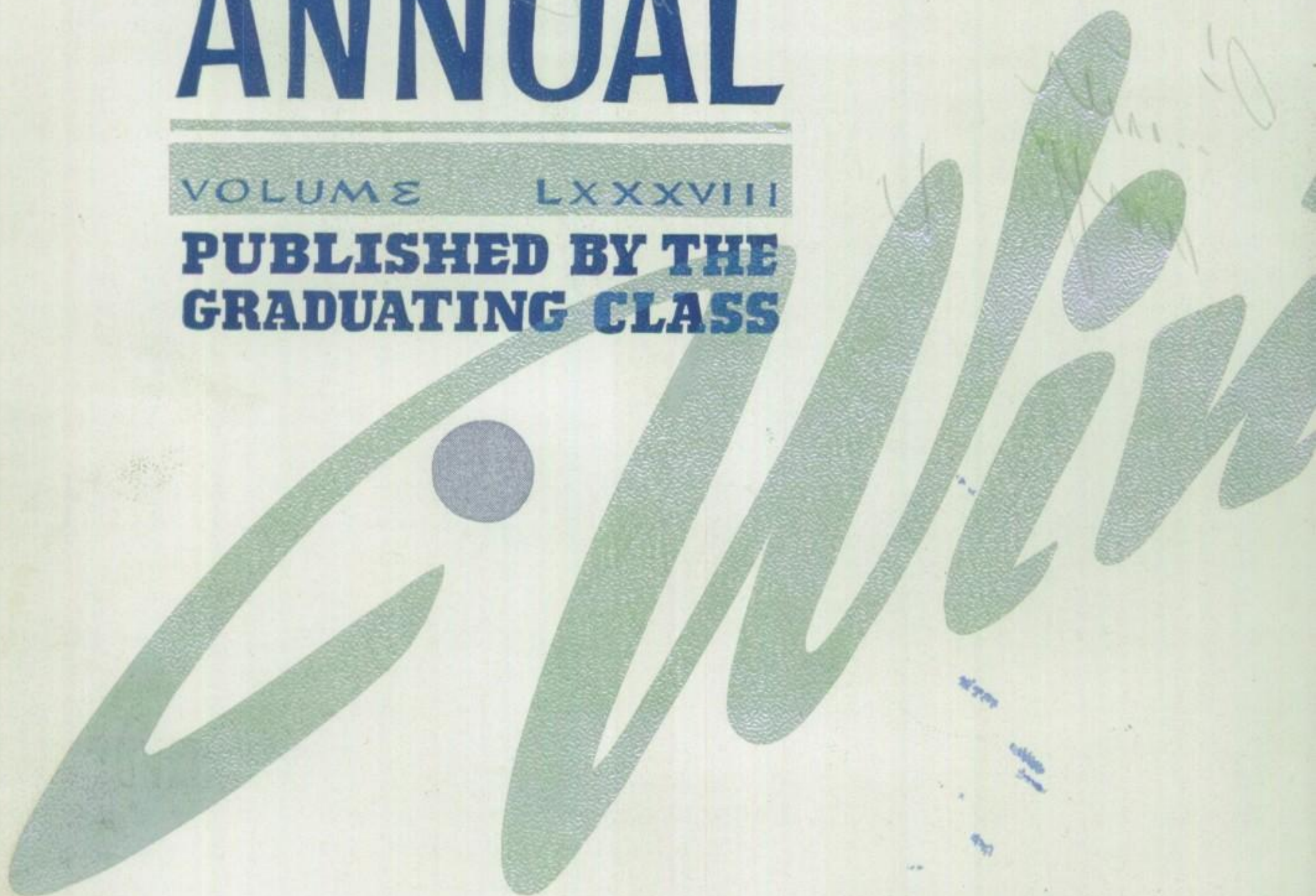
**BLUE AND WHITE
SEMI-
ANNUAL**

VOLUME

LXXXVIII

**PUBLISHED BY THE
GRADUATING CLASS**

*and sailing
great looks
of luck always
Best of every-
thing in the
future
Love
Betty Shelley
(241)*



Success to a
 beautiful
 P. to D.
 blond
 means it too
 quick
 Schorridu

quilt
 always
 both
 the best
 to a good
 girl
 P. to D.

for all

Armi;
 The very best of everything
 to a sweet gal
 Rich Lawrence
 P. to D.

to Irene
 whom I am going
 to Boston
 see Van Oldenburg
 very
 good luck always

Best Wishes
 Marie Bray



Tom Hill

*Sweet
you a new
girl may
always be happy
Successful*

~~THE ME~~

School and Community: Strength in Unity

THEME POEM

I cast my eyes far eastward to the dawn
That rose above the city's steeped height,
And there beheld that crouching night had gone--
And left to me a strange clairvoyant sight!
Beyond the steel-blue girders, the curved span
Of bridges, did I see the skyward spires
That marked the rising cities wrought by man
Of molten metal forged in Vulcan's fires.
And then I turned my eyes unto the towers
Where untried leaders of still unfound spheres
Change books of learning into boundless powers
With which to shape tomorrow's new frontiers.
And then I heard the city call her son--
"Rise, Knowledge, let us meet the day as one!"

Betty Jane Gerson, A11

*Theme --
It seems that
I always meet
a well people at
the end of the
term. I'm sorry
about that
but glad to
have met you.
Luck & success*

Bob Rubin

Irene -
 14's really been a
 pleasure to know you!

DEDICATION

To the public school, the most typical institution in democratic America, privileged to impart knowledge and idealism, fundamental in preserving the sanctity of the individual, and to the community in which we, in the future, shall prove our civic faith and appreciation, we, the class of Winter '41, dedicate this Blue and White Semi-Annual as a symbol of our loyalty and devotion to Democracy in the United States.

Good Luck

Tom Hill

PUB. DEPT.

Best of luck to the
 artist little blonde I know
 Day Docom. - Sebastian III



Irene -
 you are the
 dearest at
 all I have
 ever known
 Love
 Louise

Tom Hill



Fletcher Bowron

MESSAGE FROM FLETCHER BROWRON, MAYOR CITY OF LOS ANGELES

It is difficult to think of an American community without at the same time thinking of a school. In our conception of a community, a school is an integral part of it. An American community life, community ideals, community progress, community pride, all are dependent, in large part, upon the community school.

The American Way of Life is taught to the youth of the land, not through a national educational program or country-wide propaganda, but through day to day, week to week, teachings in the village school, the school of the community, through the personal contact of scholar and teacher.

The little red schoolhouse through a century and a half of American history has become almost the symbol of liberty, of freedom, and of democracy. The right of the American-born youth, in his training for citizenship, to read what he pleases, so long as it is consistent with good morals, and the right of the American school teacher to teach without fear of serious consequences as a result of edicts of a totalitarian dictator, has made possible the kind of American citizens who, collectively, represent the defenders of the last bulwarks of democracy.

The character of a community is largely molded by the school and, if the community is to have a soul, that is supplied largely through the participation in local community affairs by the youth who, semester after semester, leave the classroom to take their place in community life.

The importance of the community in the realization of American principles of government and American ideals cannot be over-emphasized. Careful study of the first ten amendments to the United States Constitution, comprising what is commonly referred to as the Bill of Rights, will show that if an American citizen is to enjoy those civil liberties guaranteed by the fundamental law of the land he will enjoy them in his community or not at all.

It is not merely because I am a graduate of Los Angeles High School that I make this statement, but because I am more or less familiar with the identity of the men who have done worthwhile things in the city since the turn of the century! I feel that "L. A. High" has been a dominant force and influence in the molding of the character of the community.

Its relative future influence may be less by reason of the large number of other high schools that have been established through the years, but the graduates of this institution have had such a prominent part in the modeling of the community that its character was made, its distinctiveness determined, before the prodigious increase in population diminished the influence of the graduates, scholars, and faculty of Los Angeles High School.

I think of Los Angeles High School as the large, rather ungainly, red brick building on the hill. But, regardless of the location, or nature of the buildings, it still retains its original spirit, the kind of a school that President Washington must have had in mind when, in his Farewell Address, he said, "Promote, then, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinions, it is essential that public opinion should be enlightened."

In closing, let it be said that Los Angeles is a "City with a soul."

MESSAGE FROM MRS. A. BARTLETT ROSS, PRESIDENT, EBELL OF LOS ANGELES

Dear Friends of Los Angeles High School:

You have adopted as your special theme this semester, "The School and the Community, Strength in Unity." The Ebell of Los Angeles adopted as her theme this year, "Friendship with a Smile Makes Membership Worth While." Life is full of rich gifts which we all may share, and Friendship is what we are offering as our gift to you and to our Community. To share with each other this great and free country, to share our pleasures and blessings, to stop long enough in the mad rush of things to encourage, to smile, to offer our friendship, is the first step of Unity.

We are told that we feel we are wasting our time unless we are trying to do three or four things at once, that we sail right past Life without stopping to enjoy it. Let us take time each day to enjoy each other and then go forth to Service, with Imagination, Clear Thinking, and an Open Mind.

MESSAGE FROM J. L. VAN NORMAN, PRESIDENT, LOS ANGELES CHAMBER OF COMMERCE

Cooperation is a fine thing. We need more of it. But let's first be sure we know what it means. It means working together for a common aim. It requires putting aside petty jealousies and prejudices. It demands loyalty and understanding, self-sacrifice and effort.

Every successful business organization is an example of such cooperation. Those who build it and maintain it have to sacrifice many personal desires—desires for personal comfort, leisure, and pleasure. They must also exercise self-control in the face of temptations, such as the temptation to give vent to anger when irritated by some one else's apparently stupid or inconsiderate actions, the temptation to loaf when no one is watching, to cheat or deceive a customer or to fail to pay debts as they come due. Out of such self-disciplined cooperation in business come the commodities and services to meet the needs of our people. Without it, we would be condemned to the wretched and brutish poverty of savage communities.

For the preservation and progress of a civilized community, we also need cooperation between business and other institutions, such as the school, the church, and the government. For example, business enterprises and effort supply the incomes from which come the taxes and contributions to support the other institutions.

The non-business institutions, on the other hand, help raise the productiveness and efficiency of business as they train and stimulate people in cooperative effort and usefulness. They can also help protect business against subversive influences which would destroy freedom of opportunity, discourage enterprise, or discriminate against efficiency and progress. Upon the further development of efficient, intelligent, and disciplined cooperation along these lines will depend the future safety and progress of our nation.

Mrs. A. Bartlett Ross



J. L. Van Norman



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STUDENT BODY EXECUTIVES ON THE THRESHOLD OF KNOWLEDGE

As student leaders descend the steps of wisdom's portals, they turn eagerly toward accepting the responsibilities of the community and meeting the challenge of tomorrow.



To a girl
I've known
enjoy knowing
better. George
Golding

SENIOR BOARD OFFICERS IN THE DOORWAY OF OPPORTUNITY

Youth stands in an open doorway amidst the peaceful sanctity of Memorial Park, and looks toward future opportunities in a land of promise.

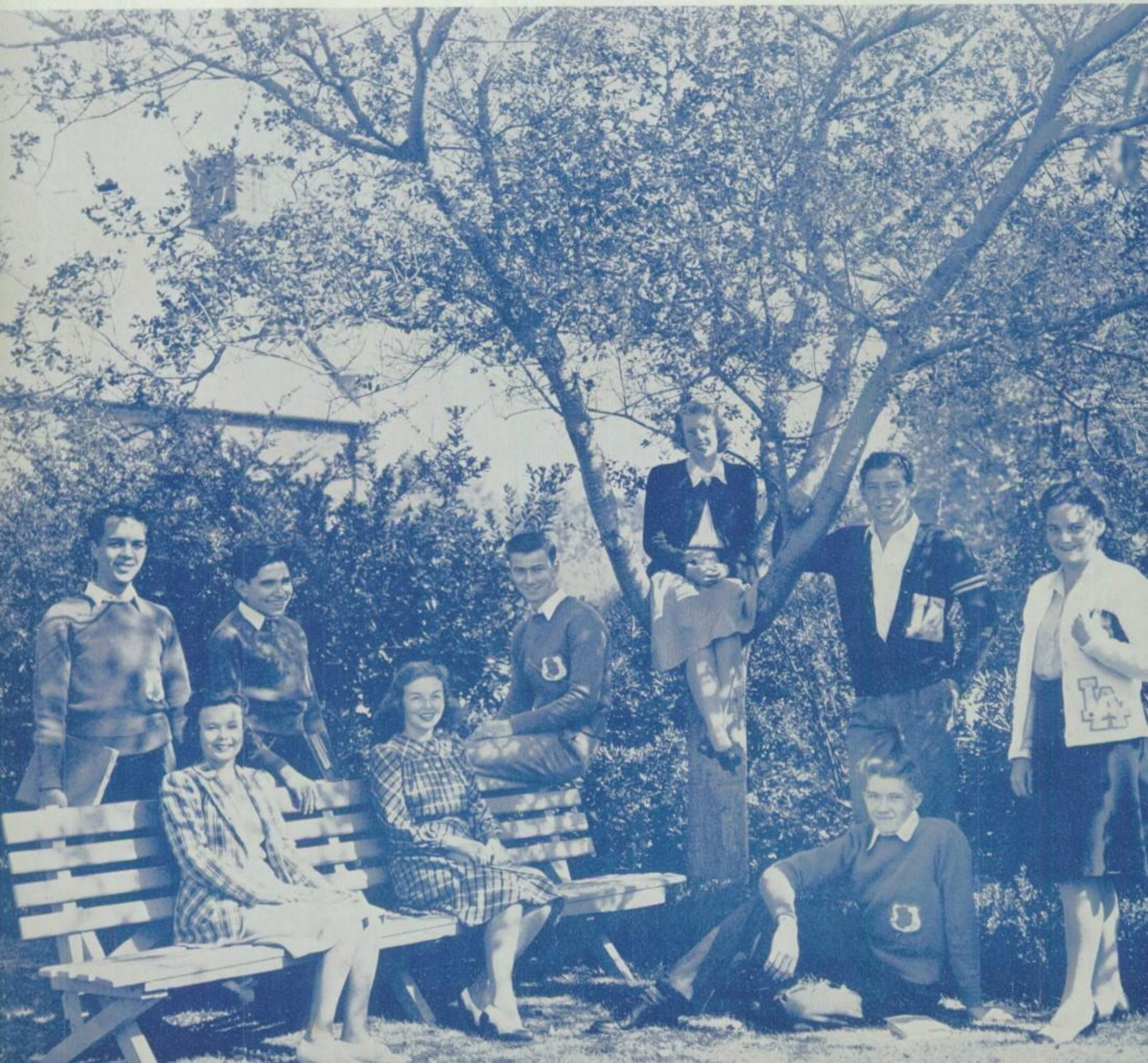


hooded & huck to
a very adorable
girl.

Shirley Dignel
'Doriana'

OFFICERS IN THE CLASS OF W '41 IN SUNLIGHT AND SHADOWS

Sheltered in the quiet beauty and hallowed memories of Memorial Park, students enjoy friendships that strengthen them to meet the responsibilities of Democracy.



The best of all
best to one swell
girl Li Roy Hopland
w'u!

THE LITERARY CLUBS' PRESIDENTS IN THE LANE

A tree-lined bower protects the young leaders of clubs of talent until they go forth, stimulated with their ideals of service, to become the women of tomorrow.



SEMI-ANNUAL STAFF OF WINTER '41 ON THE WEST LAWN



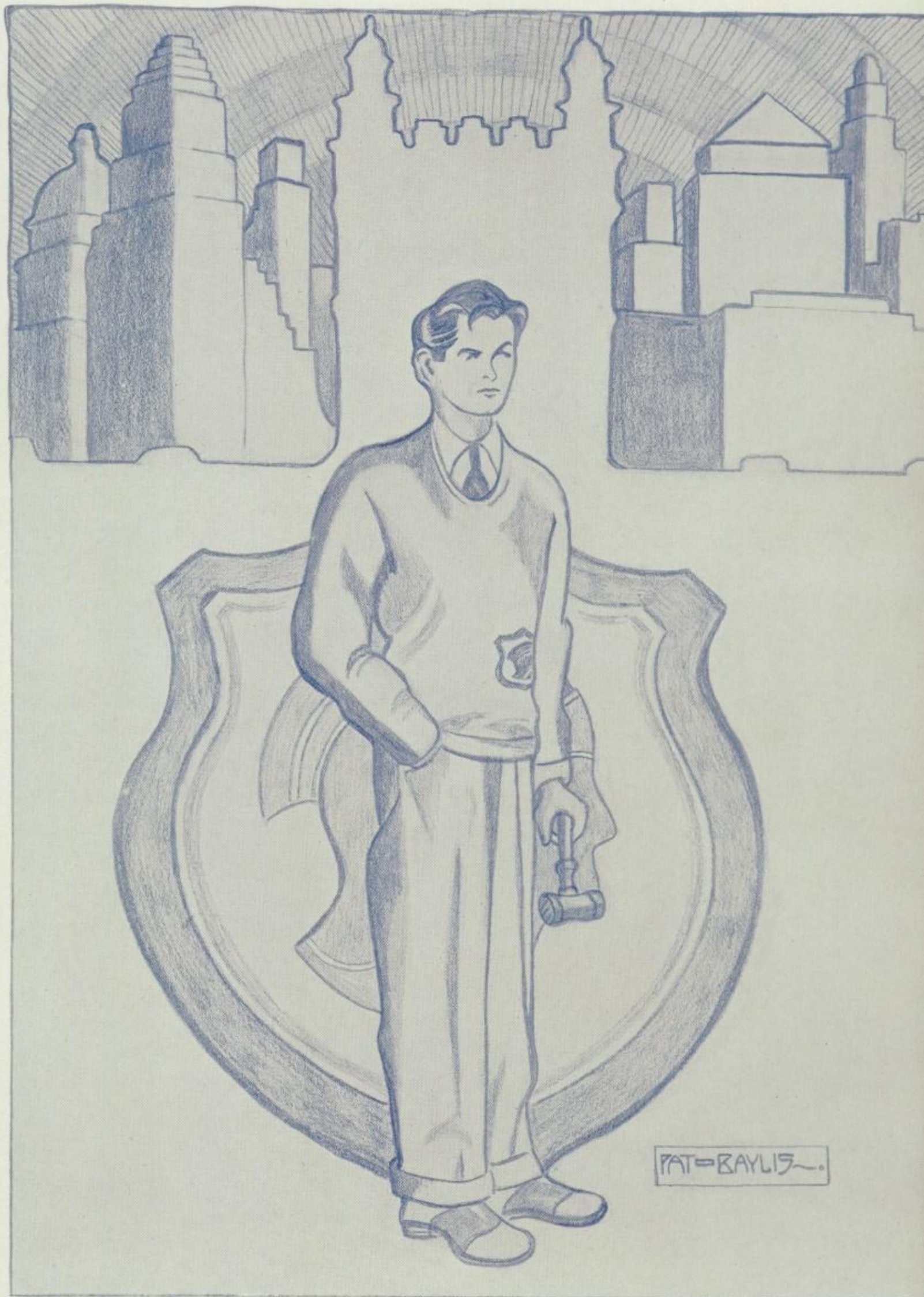
Beneath the quiet canopy of stately trees, the youthful editors of the W '41 Annual anticipate the time when they may go into the community to realize their ideals of service and to fulfill their ambitions for Democracy.



she has
 everything
 to a really
 darling girl
 Barbara Gordon
 5'4"

future happiness, there. It's
 really been wonderful. Know-
 ing so well this time. Good
 luck, honey. Don't forget me.
 Love,
 Audrey Gordon

Home!
 Here's wishing
 the best of everything
 you
 Bob & Madge



The very best of
success and happiness
Irene. You deserve it
and we'll miss you terribly
Sincerely,
Nancy Swan

Dear Irene,
You look like a grand
person - happiness & success
always - you deserve that &
more Love & hugs
Mammy Louise
Boughton

Drene.
 It was swell
 double dating with
 you ~~to~~ to the "big"
 to O. I. Dance.
 Bernard

Best Wishes To
 a swell girl,
 Shirley Goodike

So great
 one of the nicest
 girls I know but
 will the happiness ever
 end
 Eva Purley

Faculty



P R I N C I P A L S'



ERNEST W. OLIVER, principal

Ever since America was founded, the education of Youth has been a predominant ideal in all cities and states. The citizens of our great Democracy have definitely considered that the schools are a vital part in the development of each community.

It is the desire of the schools in every state of the Union that their students become acquainted with the business, social, health, and religious organizations of the community. Los Angeles High School is always working toward the development of personality, health, loyalty, high ideals, of character, and the fundamentals of all study subjects. The value of leadership, determination, and will-power are presented to our young people as essential characteristics for success.

During all of its years, Los Angeles High School has had a marvelous spirit of cooperation with the activities of the community. The Alumni and other citizens have continuously contacted the school for the purpose of informing the Faculty and the young people concerning the outstanding happenings of our great city. Community problems have been topics of class discussions. Among the problems confronting our community and all communities is the task of creating a world-wide desire for peace. This ideal has been stressed in our school, and it is our sincere hope that mankind will put away weapons of war and establish wise and friendly international relations.

We are very happy to extend greetings and best wishes to the members of the Class of Winter 1941. We thank you for your high scholarship, your sincere attitude, your cooperation, and helpfulness. May happiness and success be a definite part of your lives in the years that are ahead.

Sincerely yours,

E. W. Oliver

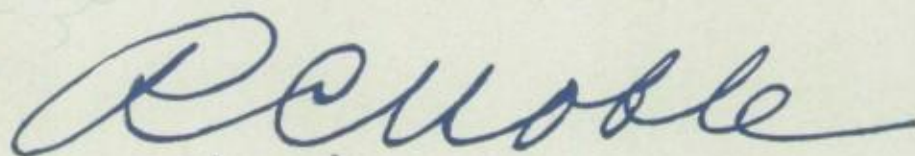
To The Class of Winter 1941:

The modern trend in education today is to link the schools more closely with the life of the community. In the case of vocational classes, the results are easily seen. Factory methods and working systems are duplicated in the classroom. In many cases, students actually work part time and go to school part time.

In predominantly academic schools, such as Los Angeles High School, the school and the community are also linked in a vital partnership. Leadership in community activities is constantly in demand. Student government, universal athletics, social and dramatic clubs, and the like will constantly supply the necessary training for such future leaders.

The present Senior Class has not been lax in developing a sense of responsibility in the affairs of our community. We are looking forward to the time when many will take a prominent part in the commercial and cultural life in this section of our city.

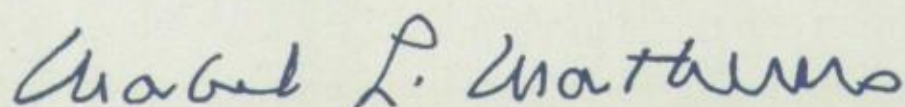
Sincerely,



Public education had its beginning and has developed through the years in response to community needs. The history of education in America is in effect the portrayal of the cultural, social, economic, and industrial development of our country; and the types of schools that have come into being are but the outgrowth of the standards, needs, and modes of living of the communities which they represent.

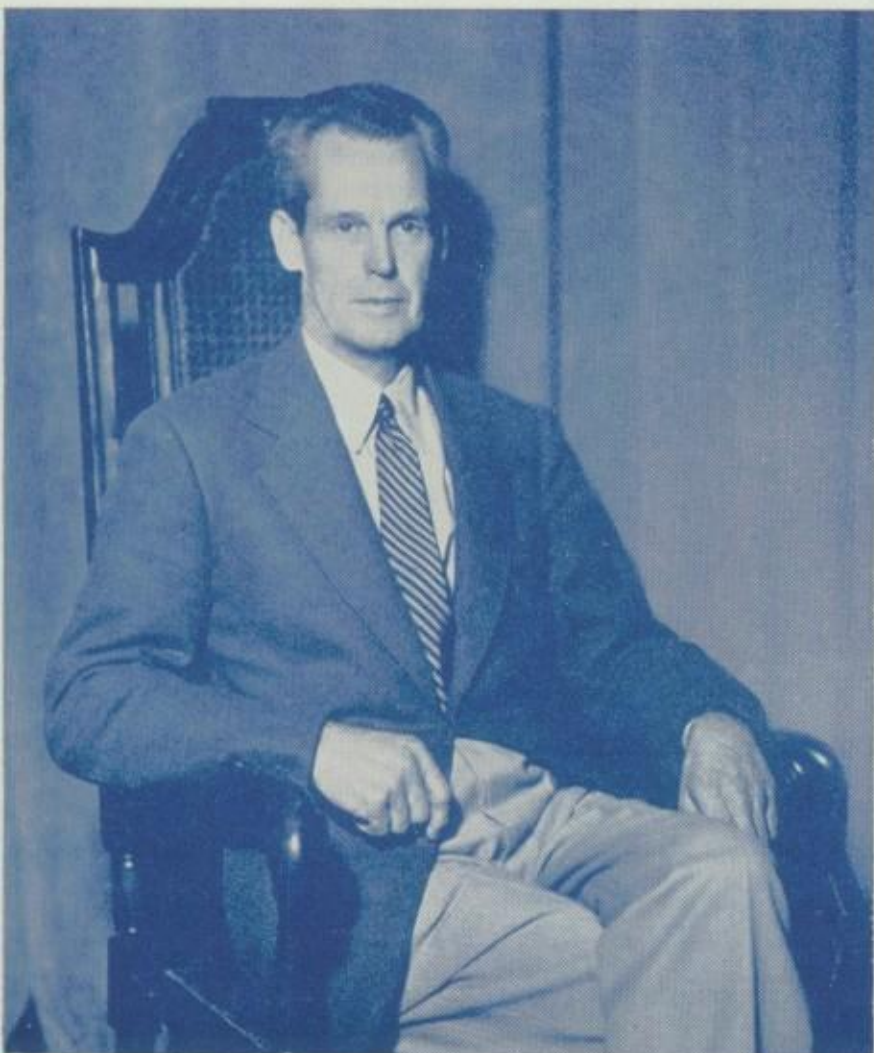
In spite of the restraining hand of tradition, our schools, in their offerings and their objectives, reflect the influence of social and economic change. As communities, even in close proximity, vary greatly; so do their schools present a marked individuality. In fact, the success of a school might well be measured by its ability to prepare its students to live and to serve happily and successfully in their immediate environment. Complete cooperation between the school and community will do much to equip youth with adequate experiences and training for intelligent citizenship, worthy service, and successful living.

Sincerely,



RALPH C. NOBLE, boys' vice-principal

MABEL L. MATHEWS, girls' vice-principal



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FACULTY



L. B. Adams
Mathematics

M. E. Adams
Library Clerk

L. D. Albright
Science

M. E. Amick
Social Studies

A. W. Ault
Registrar

N. E. Babcock
Textbook Clerk

H. Baker
Commercial

H. W. Baldwin
Social Studies

M. E. Ball
Librarian

J. A. Bassford
Commercial

A. L. Bates
Mathematics

F. R. Becker
Industrial Arts

R. E. Bennett
Social Studies

G. L. Bergma
Mathematics



J. M. Blanchfield
Counselor's Clerk

V. C. Blythe
Music

M. W. Bolan
English

D. N. Bouck
Language

A. Bourdieu
Art

I. H. Braun
Mathematics

H. H. Bresee
Boys' Physical Education

N. S. Bri
Mathema

C. A. Brown
Boys' Physical Education

W. O. Bullock
Science

M. J. Burdick
Science

M. Burkhalter
Social Studies

E. A. Cabell
English

G. R. Chadwick
Language

P. Chambers
Social Studies

F. Z. Ch
Scienc

C. L. Clark



E. E. Clark <i>Science</i>	C. L. Clark <i>Social Studies</i>	F. P. Clarke <i>Industrial Arts</i>	F. E. Crumly <i>Mathematics</i>	J. N. Daniel <i>Language</i>	F. C. Dillon <i>Music</i>	P. L. Evans <i>Girls' Physical Education</i>	R. B. Field <i>Industrial Arts</i>
B. Fisher <i>Language</i>	J. F. Flynn <i>Business Manager</i>	Z. P. Folz <i>Art</i>	G. A. Franks <i>Household Arts</i>	P. K. Gayman <i>Household Arts</i>	F. M. Goddard <i>Art</i>	M. E. Goodell <i>Commercial</i>	H. J. Graves <i>Boys' Physical Education</i>



A. E. Gunning <i>English</i>	J. B. Hague <i>Art</i>	H. B. Hampton <i>Gir's' Physical Education</i>	L. A. Hampton <i>Science</i>	H. H. Hanna <i>Social Studies</i>	E. I. Hays <i>Attendance Clerk</i>	A. W. Hemsath <i>Boys' Physical Education</i>
F. C. Hodge <i>Mathematics</i>	I. F. Hodge <i>Mathematics</i>	G. F. Holtfrerich <i>Science</i>	S. L. Housh <i>English</i>	L. E. Howell <i>Counselor</i>	B. L. Howland <i>Household Arts</i>	A. C. Hurley <i>Assistant Counselor</i>

F
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FACULTY



C. B. Jennings
English

N. L. Kimball
English

M. E. Johnston
Social Studies

M. L. Krogmann
Girls' Physical Education

M. Jones
Household Arts

B. F. La Brucherie
Boys' Physical Education

C. Jordan
Science

G. W. Lavayea
English

E. Kennedy
Science

J. N. Lawson
R. O. T. C.

H. E. Kent
English

H. P. Lea
Commercial

F. M. Kesla
English

L. A. Lockwood
English



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Principal's secretary

G. A. McPherron
Language

M. J. Lopez
Language

E. W. Moore
English

G. B. Maas
Science

L. M. Morgan
Music

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Girls' vice-principal

L. W. Neuswanger
Science

C. L. McAdams
Senior secretary

L. A. Nichols
Science

F. S. McCune
Social Studies

R. C. Noble
Boys' vice-principal

G. A. McDermott
Social Studies

S. D. Oelrich
Social Studies

R. M. McHale
R. O. T. C.

E. W. Oliver
Principal



Pedroarena <i>Language</i>	L. Peyton <i>Language</i>	P. S. Pitthan <i>Girls' Physical Education</i>	I. M. Rankin <i>Music</i>	A. M. Reilly <i>Commercial</i>	W. Reimer <i>Commercial</i>	M. Richards <i>Girls' Physical Education</i>	W. M. Rodenberg <i>Language</i>	
E. Rogers <i>Boys' Physical Education</i>	H. H. Rubey <i>English</i>	S. H. Scherfee <i>Science</i>	S. H. Seidenberg <i>Science</i>	A. W. Sherman <i>English</i>	F. Shurtleff <i>Social Studies</i>	H. D. Snyder <i>Language</i>	H. P. Sommers <i>Credit clerk</i>	H. M. Spaulding <i>Commercial</i>



J. Sterrett <i>Art</i>	E. Swezey <i>Language</i>	C. H. Thorpe <i>Industrial Arts</i>	A. T. Vaughan <i>Industrial Arts</i>	P. H. Waldruff <i>Science</i>	J. R. Walker <i>English</i>	E. F. Wardrop <i>Art</i>
J. C. Webb <i>English</i>	J. W. Welsh <i>Commercial</i>	H. E. White <i>Boys' Physical Education</i>	G. R. Whitman <i>English</i>	D. R. Willard <i>English</i>	O. P. Wilson <i>Music</i>	M. L. Wright <i>Commercial</i>

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Faculty

ADMINISTRATIVE DEPARTMENT

Ernest W. Oliver, principal

Mabel L. Mathews, vice-principal
Ralph C. Noble, vice-principal
Alvin W. Ault, registrar
Lucy E. Howell, counselor
Anna Cleo Hurley, counselor
Mary Ellen Ball, librarian

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Aimee Bourdieu
Mrs. Zada P. Folz
Florence M. Goddard
Mrs. Josephine B. Hague
Mrs. Ethel F. Wardrop

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Jean A. Bassford
Mame E. Goodell
Howard P. Lea
A. M. Reilly
William Reimer
Mrs. Jennie W. Welsh
Mabel L. Wright

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Mary W. Bolan
Alma E. Gunning
Mrs. Snow L. Housh
Charles B. Jennings
Hazel E. Kent
F. Murray Keslar
N. Louise Kimball
Marie E. Johnston
Grace W. Lavayea
Lois A. Lockwood
Edith W. Moore
Alfred W. Sherman
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Gladys R. Whitman
Dorothy R. Willard

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Mrs. Page K. Gayman
Bertha L. Howland
Myra Jones

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Franklin R. Becker
Frank P. Clarke
Royal B. Field
Alfred T. Vaughan

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Grace R. Chadwick
Julia N. Daniel
Pearl B. Fisher
Malvina J. Lopez
Grace A. McPherron
Ysidora Pedroarena
Lucille Peyton
Wilhelmine M. Rodenberg
Helen D. Snyder

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Alice L. Bates
Irwin Harold Braun
Nona S. Bridge
F. Elmer Crumly
Fleeta C. Hodge
Inez F. Hodge

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Mrs. Lena M. Morgan
Ida M. Rankin
Olive P. Wilson

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Horace H. Bresee
Carl Brown
Homer J. Graves
Albert W. Hemsath
Bert LaBrucherie

RESERVE OFFICERS' TRAINING CORPS

Lieut. Robert M. McHargue
Sgt. James N. Lawson

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Mrs. Pearl L. Evans
Mrs. Helena S. Hampton
Martha L. Krogmann
Pauline S. Pitthan
Florence E. Rogers

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L. Dorothy Albright
W. Owen Bullock
Mrs. Florence Z. Chase
Charles E. Clark
Lorenzo A. Hampton
George F. Holtfrerich
Collis Jordan
Eveline Kennedy
George B. Maas
Mrs. Lucile W. Neuswanger
Mrs. Lela A. Nichols
Samuel H. Scherfee
Mrs. Sophie H. Seidenberg
Paul H. Waldruff

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Rexie E. Bennett, head of department
Myrtle E. Amick
H. Wayland Baldwin
Margaret Burkhalter
Philo Chambers
Claudia L. Clark
Mrs. Henrietta H. Hanna
Mrs. Florence S. McCune
Mrs. Genevieve A. McDermott
Samuel D. Oelrich
Frances G. Shurtleff

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Mrs. Janice M. Blanchfield
Joseph F. Flynn
Mrs. Eleanor I. Hays
Mrs. Antonia D. Longinotti
Mrs. Carrie L. McAdams
Harriet P. Sommers

*I'd like to wish you
all the luck in the
world. Here, I've had
fun knowing you.
Sincerely,
Beverly Wambury*

Administration

School and Community: Strength in Unity! This, the theme of the Winter 1941 Semi-Annual, was chosen because of the desperate need for harmony in America while the rest of the world is seemingly concerned with self-destruction. The relationship and inter-dependability of the school and the community have been studied and discussed in classes and assemblies and developed in literary contests throughout the school this past term.

During this semester, many entertaining as well as educational assemblies have been presented to the Student Body. These gatherings have served advantageously in carrying out the theme of this year's Semi-Annual. The first assembly to be presented to the entire school brought the Student Body presidents of the other Western League schools to Rome; they spoke on the vital subject, good sportsmanship. A fine trophy was offered the school whose conduct in the stands was to be judged the most sportsmanlike. Visiting speakers were Bill Allen of Dorsey, Hugh Herrick of Fairfax, Steve Jameson of Venice, Nancy Reynolds of University, and Joe Woodward of Hamilton. Others who appeared were Bob Errett, L. A.'s Student Body president, Mr. R. C. Noble, boys' vice-principal, and Bert La Brucherie and Carl Brown, the varsity football coaches.

The semi-annual CSF assembly, held on October 9th, was honored by the presence of Dr. William G. Campbell, who spoke on The Importance of Scholarship. Dr. Campbell, introduced by Melville Nimmer, Periclean president, discussed the need for educated men and women in the modern and fast moving world of today. At this point, it is interesting to note the exceptional scholastic record established by this year's senior classes. In the A12, 11 per cent of the class have achieved Periclean rating; in the B12 16 per cent, the highest percentage of any class in the school, have received this honor.

Another long-established tradition at L. A. was again perpetuated on November 4th. Carrying out the democratic spirit, Romans exercised the privilege which will soon be theirs by voting for their favorite candidates for national, state, and county offices in a test election held at Rome. The purpose of this election was to enable the students to experience the true procedure of electing public officials. Although such elections have been held before, never has such an organized campaign been instituted. To vote, the student was required to register in his homeroom. The polls were operated by the officers of the homeroom. Under the direction of Mr. Philo Chambers, this election was made as realistic as was possible under the circumstances. The results tabulated the next day showed that President Roosevelt was elected over Mr. Wendell Willkie in a very closely contested battle. Mr. Roosevelt polled 51 per cent of the votes to Mr. Willkie's 49 per cent.

Aiding the noble cause of the Community Chest, Rube Wolf and his orchestra entertained the students in the first pay assembly of the year. This was one of the most popular programs. Los Angeles High owes a vote of appreciation to Mr. Wolf and his entire organization, who gave valuable time and service in the cause of the Chest. This fine orchestra maintained the high standard set by Hal Kemp, Sterling Young, Les Parker, Ken Baker, and Jan Garber, who have appeared here in the past. All proceeds received were contributed to the Chest fund.

The Armistice Day ceremonies again presented Major Reynold E. Blight, who spoke on the Significance of Armistice Day. Major Blight, who has spoken at Los Angeles High School many times before, has an especial interest in this school as he is the father of two graduates. Earlier in the day, L. A. High's R. O. T. C. battalion formed in front of the building around the flag pole for the raising of the flag and for the playing of the Star Spangled Banner. Later on the athletic field, Dr. Askey, president of the Board of Education gave an address and presented the R. O. T. C. unit, under Lieut R. McHargue, with the Honor School streamer, won last semester at the annual War Department inspection. Colonel Kobbe, in charge of all military units in Los Angeles city schools, was also present.

The climax of a very successful football season came on November 29th when Rome's mighty eleven met the highly touted Garfield Bulldogs in the annual P.-T.A. Milk-Fund Carnival held at the Coliseum. For the third consecutive season, Los Angeles High captured the Western League Championship. With only one defeat marring their record, this year's team has not only upheld the standard of fine playing but also the standard of sportsmanship set by past Roman teams.

The enrollment this term showed a slight increase over last year's. The total registration this year was approximately 3200. This increase may be attributed to the fact that one of the largest B10 classes ever to enter the Pioneer school began their high school career this term. This exceptionally large class numbered 660.

On December 2nd, Julean Arnold, who has spent over 30 years in China, spoke to the entire Student Body. He discussed the causes of the Japanese-Chinese War, and expressed his hope for peace in the near future. The drama class, under the guidance of Mrs. Webb, presented a play entitled "The Christmas Carol" on Friday, December 6th. Under the supervision of Miss Blythe, the musical organizations of the school presented a beautiful program of Christmas songs and carols on December 20th.

The traditional Student Talent Show was brought before the students on January 9th. The complete cast traveled to John Burroughs and Mount Vernon Junior High schools the next day, January 10th.

The commencement week opened on Monday, January 27th. On this day, the outstanding students of the class were presented awards by the American Legion. On Tuesday, the Star and Crescent assembly and dance were held. During this week, Mr. Oliver gave his farewell message to the Senior A's. On Friday, January 31st, the last assembly of the term was held in honor of those who have had a part in making this a most successful term. At 8:00 in the evening, Dr. Charles Moore, Superintendent of the senior high schools of Los Angeles, presented the diplomas to the graduating seniors.

The most important factor, perhaps, in making this a most successful and enjoyable term has been the perfect unity displayed between the Faculty and the Student Body.

CHARLES NUTT, business manager

here.
loads of luck
to you, and may
you have lots of
happiness.
your friend
Ray Menab

Best wishes
Pete Lowell

June
Darling, words cannot
how I feel. You are
ones of the dearest
I press ever. Please
absolutely me. I
girls don't forget me. I
at, across

Student



OFFICERS



BOB ERRETT, Student Body president

American schools, the schools of a free, peace loving country, should mean more to the students of today than to those of any generation before us. From these schools come the intellectual, clear thinking Americans that are to lead at the helm of our democracy. Whether they lead through government administration or whether they are merely one of many citizens in our community, it matters not. The important factor is that, with a school education, they are helping to assure this country the best standards of living conditions and the finest form of government possible.

This year's theme, School and Community—Strength in Unity, should be considered seriously by the entire Student Body. In such a time as at present, when the entire world faces a tremendous crisis, the freedom and privileges that we enjoy in America are paramount in our thoughts. As the future generation of leaders, we must prepare ourselves to protect the American way of living above everything else. The best preparedness is developing in our schools; but further than that, when graduation comes and we find ourselves part of a community life, we must prepare and build in our communities. Above all, the strength of our communities is the strength of our schools and the unity of which forms the first lines of defense of democracy.

This freedom that we pay tribute to today was not given to us without suffering and struggling on the part of our forefathers. Democracy, such as they constructed for us, means the uncontested right of each individual to be a vital part of government life. The school and the community provide the individual with the necessary qualities of appreciating and protecting that right. Let us, the new generation, take upon our shoulders the responsibilities of keeping alive the flame of democracy.

Sincerely,

BOB ERRETT,

Student Body president

School and Community: Strength in Unity. What could be more appropriate for us to use as our theme when at this crisis more than ever before, we are striving to strengthen to the utmost these great bonds? With the world in its present state of turmoil, which threatens democracy and the principles for which our country stands, these factors of strength and unity will make our nation the guiding light in the darkness that hovers above the earth.

In no other country do the schools and communities so work together for the common welfare, as they do in America. The training, education, and influence gained by our youth in school life are bound to affect the communities in which these young men and women live. Students are daily working together in a social and educational way, and the student government in our schools is also a joining link with the community. Trained together with common thoughts, ideals and aims, we obtain the desired strength and power to make us indivisibly one.

Therefore, let us realize the significance and take advantage of the opportunities offered us in our community and school lives to make democracy tomorrow even greater than it is today.

Sincerely,

AUDREY PROBST, Student Body secretary

As young Americans, we have gained no greater possession than a true appreciation of our home, of our school, and of our church. These are the foundations on which the United States was built and which uphold the sturdy pillars of liberty, of loyalty, and of learning.

As young Americans, we know that it is our task, one which is both a privilege and a duty, to guard those pillars, and to protect this unity which makes the community life of the American people. We realize that, in this dangerous time wherein are threats to the ideals which we love best, our job lies clear before us. We know that we must all work together, in home, and school, and church, to the end that the American tradition may stand against all attack. We know that with human freedom destroyed in much of the rest of the world, here in our country, we must all unite to protect our great citadel of democracy.

Sincerely,

HUGH ELLIOTT, boys' division president

The protection of democracy in the future will lie in our hands. The older generation need have no fear of our competency because the community gift of free education has prepared us for our task. In our school world, which is like a community, we have a democratic government. Laws are made and obeyed, and every one has his responsibility to the school. We have learned to maintain our rights and traditions here; and with the same sincerity, we will protect our democracy when our generation holds the reigns of the government. Thus our school motto: "Obedience to Law, Respect for Others, Mastery of Self, Joy in Service" has constituted our lives in high school; and the lesson that this teaches will guide us through life to follow. Eager, unafraid, we are ready to take our places in this democracy. Sincerely,

CAROLINE McCARTHY, girls' division president

AUDREY PROBST,
Student Body secretary

HUGH ELLIOTT,
boys' division president

CAROLINE McCARTHY,
girls' division president



M
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G
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Baylis
Carroll



Clapp
Comlossy



Dunton
Fitzgerald



Frazier
Gorham



Hallstone
Jeffrey



McCarthy
Murakami

GIRLS' REGULAR

President: Peggy McGinnis

Vice-president: Barbara Willis

Secretary: Nancy Lou Pederson

Sergeant-at-arms: Ruth Stevens

Sponsor: Miss Mathews

"Noblesse Oblige," a privilege to serve, is the motto of the Girls' Senior Board and the theme of our organization; not only do we consider it a privilege to serve the school, but we have joy in serving as members of the Board. It is the principal purpose of our group to encourage a spirit of friendliness and companionship among the girls of our school. In endeavoring to uphold the traditions of Los Angeles High, meetings are held each week for suggestions of ways of improving the student activities. At these meetings, girls who have not realized the full importance of obeying the Student Body rules are helped to understand the necessity of their cooperation in supporting the high standards of Los Angeles High School. Included among the activities of the Board are the installation tea, some Board breakfasts, the Senior Board dance; and a picnic was held on a special

McGinnis
Willis



June:
It's been so
much fun on
board - you've been just
really to me - & I saw
marvelous much happen!
grateful to you always!
Love
June

SENIOR BOARD

Murray
 Neill

Nicklin
 Parke





A composite image. The left side shows a black and white portrait of a young woman with short, wavy hair, looking slightly to the right. The right side shows the letters 'G', 'S', and 'B' in a large, bold, serif font, arranged diagonally from top-left to bottom-right.

love
nancy for
Robinson

Pederson
Stevens

Thank you very much for your
kind letter. I am very glad to
hear that you are well and
hope to hear from you again soon.

Dear Friend
It has been so wonderful
how all the happiness is all upon the
same level.



Babson

BOYS' REGULAR



Ballantyne

Brown

President: Lloyd Blanpied
Vice-president: Sandy Wilkinson
Secretary-treasurer: Bob Manwaring
Sergeant-at-arms: Dean Hill
Sponsor: Mr. Hemsath



Buckner

Crumly



Elliott

Errett



Fahy

Fulton

The Boys' Senior Board is proud of its nineteen years of service to L. A. High and of its many accomplishments during this time. Board members are chosen for scholarship, leadership, and popularity; and it is the ambition of every boy in the school to someday be a part of this organization. The maintenance of order and the enforcement of the school rules are indications of this Board's many jobs; its weekly trials must not be overlooked. Here male offenders of the school rules appear to plead their cases. Other services include acquainting newcomers with the school, noon posts around the grounds, traffic supervision, assistance at football games, and the accomplishment of all other tasks which aid our school through "Joy in Service."

Not all of the Board's activities, however, are of a more serious nature, for intermingled with school duties are its



Hambleton

Harwood

Here's to you, Irene,
you're sure a swell
kid, and have done
a good job on the
Girls' Board
Lloyd Blanpied

*Blanpied
Wilkinson*



SENIOR BOARD



*Lots of good luck
to a swell girl Irene.
Keep up the good work.
Sincerely
Jim Hutter*

semi-annual dance and stag dinner held near the end of the term.

Since it is true that the students of today are the citizens of tomorrow, and that characters are being moulded every day in school, the Senior Board is aware of its many responsibilities, both at school and in the neighborhood as well, and takes pride in the fact that, through the school, it may be of service to the surrounding community.

The members are: Denis Babson, Romney Ballantyne, Lloyd Blanpied, Bob Brown, Don Buckner, Curtis Crumly, Hugh Elliott, Bob Errett, Doug Fahy, John Fulton, Dick Hambleton, Bill Harwood, Dean Hill, Jim Hutter, Baker Lee, Bob Manwaring, Dick Matthews, Tom Murrieta, Jim Neville, Philip Prince, Melville Nimmer, Sherman Rifkin, Bill Spragins, Ted Unmack, Sandy Wilkinson.

*To a really swell girl.
Best of luck
Bob Manwaring*

Matthews
Murrieta

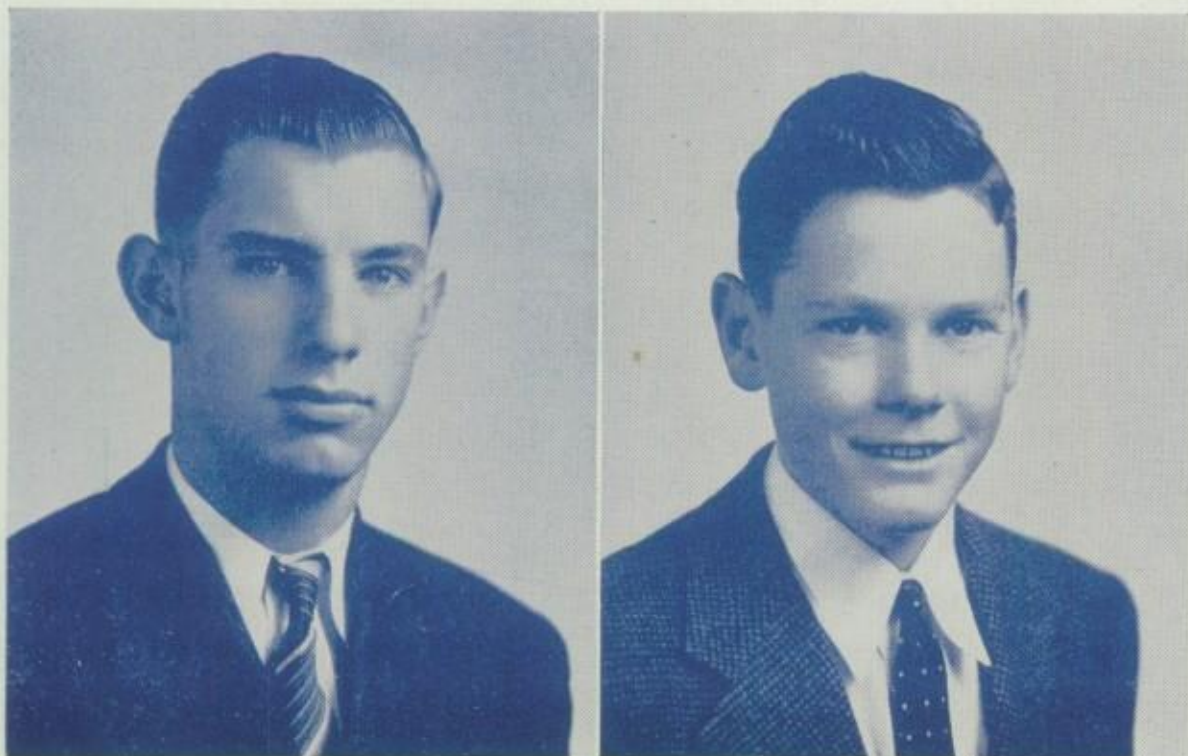
Neville
Nimmer

Prince
Rifkin

Spragins
Unmack



Hill
Manwaring



*Best of luck Irene -
It has been swell knowing you
Bill Hill*

Girls' Associate Board



*Top row, left to right: Blake, Campbell, Champion, Christianson, Cooper, Crosby, Faries.
Second row: Frasher, Hayhow, Holland, Kenny, Nelson, Pehl, Peyton.
Bottom row: Scoville, Swain, Suzuki, Taylor, Terry, Walker, Wright.*



President: Barbara Willis

Secretary: Dorothy Faries

Sponsor: Miss Mathews

The Girls' Associate Board was organized in 1926; and since that time, it has grown to one of the most outstanding organizations in the school. The members enjoy almost every privilege of the Regular Boarders with the exception of attending meetings and of voting at trials. It is the duty of the Associate Boarders to help the counselors, advisors in the counselling office, to work in the Book Depository, and to assist the Regular Boarders in upholding the ideals and regulations of the school.

Sponsored by Miss Mathews, our girls' vice-principal, whose sincere personality has helped with many problems, the Girls' Associate Board has once more attained the high ideals established by past tradition.

The members are Dorothy Blake, Pat Campbell, Jeanne Champion, Shirley Christianson, Mary Frances Crosby, Margaret Cooper, Dorothy Faries, Phyllis Frasher, Jean Hayhow, Marcheta Holland, Betty Kenney, Mary Ann Nelson, Ruth Peyton, Barbara Pehl, June Suzuki, Nancy Swain, Joyce Taylor, Betty Lou Terry, and Virginia Walker.

Boys' Associate Board



President: Sandy Wilkinson

Secretary-treasurer: Bob Manwaring

Sergeant-at-arms: Dean Hill

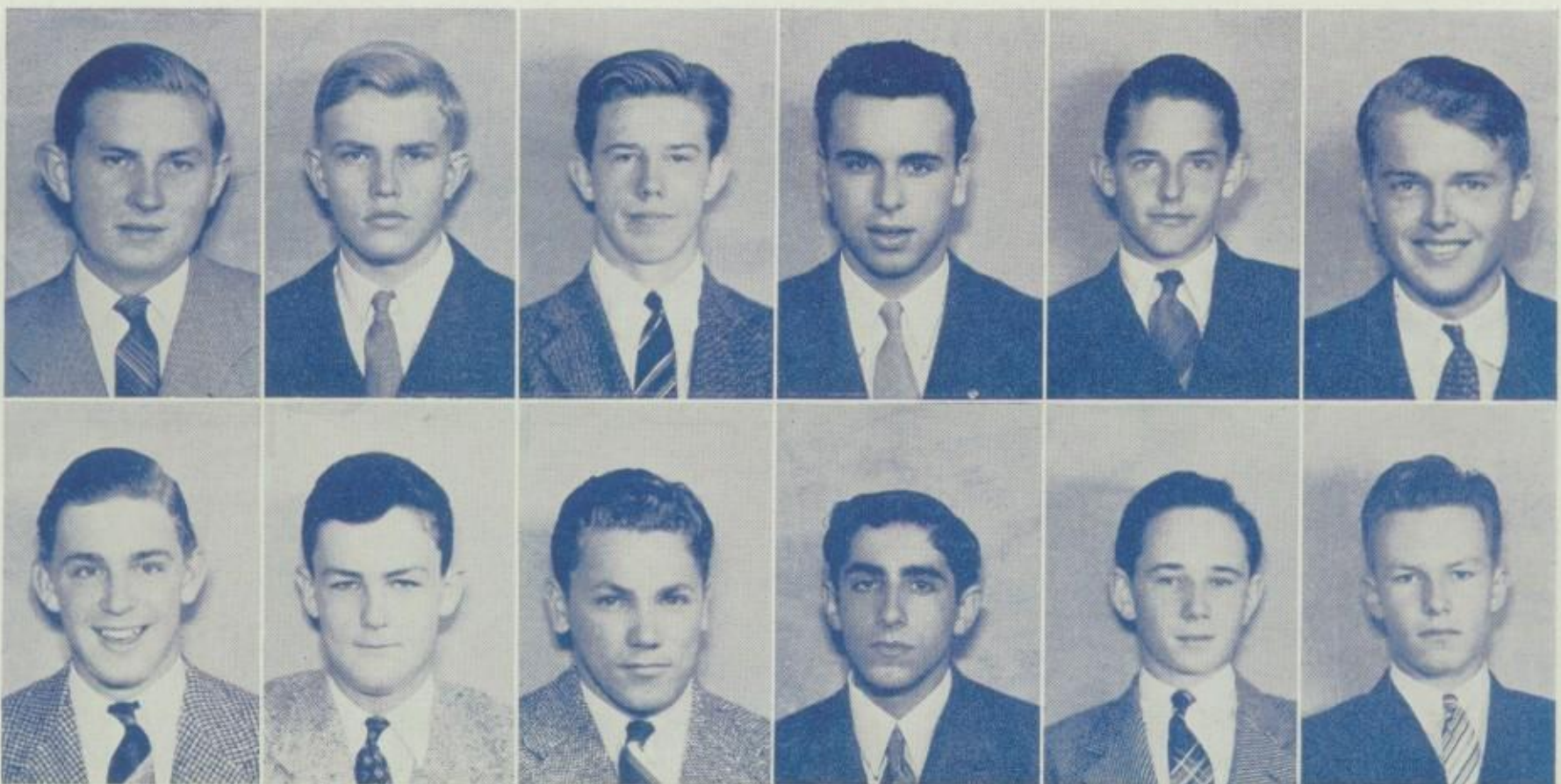
Sponsor: Mr. A. W. Hemsath

The Boys' Associate Board has made this one of its most successful years for promoting its traditional spirit of good fellowship and cooperation. The Associate Board has worked in conjunction with the Senior Board in enforcing the school rules. But more important than this is the desire to serve the students, the teachers, and Los Angeles High School.

The members of the Boys' Associate Board are elected according to their scholarship and civic mindedness by the A11 class. Their duties are practically the same as the Regular Boarders: they have noon posts, attend meetings when needed, and may have a regular board period if they so wish. They take part in school activities and guard at football games. In fact, they constitute an organization of which the entire school may be proud.

The members are Bob Bailey, Wayne Colver, John Dee, Bob Mapel, Sharon Moody, George Peterson, Bob Ries, Jack Zuber, Bud Carpenter, Walter Lull, Wyatt Dawson, Warren Dodson, Lawrence Powell, and Bub Culver.

*Top row, left to right: Bailey, Carpenter, Colver, Culver,
Dee, Dodson.
Bottom row: Lull, Maple, Moody, Peterson, Powell, Ries.*



House of Representatives



The House of Representatives is made up of the presidents of all the home rooms.



President: Bob Errett
Vice-president: Joan Dickinson
Treasurer: Edward Rosenstiel
Secretary: Jackie Oxford
Sponsor: Mr. J. F. Flynn

The House of Representatives, consisting of the homeroom presidents of each grade, forms the highest ranking student group in our school. It is through this body alone that our school constitution may be amended; and it is also through this group that committees, boards, and individuals receive delegated power. Bills and financial matters are also voted upon.

Officers of this organization are elected from within the group, with the exception of president. This office is automatically filled by the Student Body President. The House of Representatives, composed of students does much to foster the ideals of student government.

The homeroom representatives are: Lee Abbott, Bob Barraclough, Joe Barry, Dick Beatty, Bob Berkley, Paul Bissiri, Lawrence Bolitho, Bill Bradley, Dick Brown, Martin Brown, Pearle Brown, William Carpenter, Jim Cason, Barbara Cass, George Cavelaris, Charles Clark, Bert Coffee, Luanna Cook, Gloria Cowan, Natalie Davis, Eugene Day, Frank de Marco, Nancy Dexton, Joan Dickinson, Shirley Dignal, Loretta Dixan, Warren Dodson, Jerry Doff, Mary Doyle, Hirschall Eliot, William Farhood, Connie Ferguson, Jack Forman, Phyllis Hall, Clark Handley, Bill Hansen, Donna Harris, Ted Hick, Carl Huntz, Fred Hodge, Vincent Hannold, LeRoy Hopkins, Jean Howden, Vaughn Hutchins, Gloria Karacas, Charlotte Kirby, Bob Kircher, Pauline Klein, Katherine Koll, Frank Leffer, Jacqueline Lehman, Marilyn Levee, Bob Lindberg, Maurice Logan, Bob Loew, Gale Long, Evelyn Main, Tony Marrone, John Matts, Charles McCarthy, Dennis McCarthy, Ruthe McHaffie, Bill Middleton, Bill Mizer, Marion Nichols, Jeanne Oram, Jackie Oxford, Patty Partie, Pat Patterson, Eva Perlberg, Mary Remmel, Frank Roberts, Garnett Robinson, Ed Rosenstiel, Robert Rowlett, Florence Rubinier, Jack Schee, Paul Shettler, George Shikata, Carol Scott, Dick Simmons, Hideo Tochioka, Bob Turner, Sprague Watkins, Bert West, Richard Winden, Earl Wynn.

Business Organization



President: Lois Debs
Secretary: Grace Endow
Treasurer: Violet Jones
Manager: Maryann Gardner
Sponsor: Mr. Flynn

The Student Body Business Organization has a clearly defined purpose. Under the guidance of Mr. Flynn, its sponsor, this purpose has been carefully fostered and directed. The morale and growth of a community depend upon all individuals within it. Its strength and progress are determined in a measure by business interests. Realizing the full significance of these facts, this organization aims to awaken its members to the necessity of unity in strength in regard to the bond of relationship between the school and community. Only through this can the organization and the community succeed.

Mr. Flynn is fully cognizant of the fact that students may be carefully trained, and still be unable to adapt themselves successfully to the outside world where experience rather than theory is most essential, not only to individual success, but also to that of the community. As a result of this keen insight, he has set up an organization that gives each and every student an opportunity actually to step in and become a definite and important part of a successful business organization. The result is that each year the business students leave the shelter of our school, equipped with all the background, knowledge and particular experience that is necessary to continue successfully in their chosen work.

Through the Student Body Business Organization, students take an active part in business ventures, facing hard work, disappointments, reverses, and success. Success can only be achieved through overcoming all obstacles; and through this organization, each student has a definite and tangible part in the success of various business ventures. Each member acknowledges and appreciates that the success of the organization is their own individual success and that this is due to the efforts and guidance of Mr. Flynn.

The members are: Norma Bright, Bradbury Clark, Dick Darby, Paul Davis, Lois Debs, Harry Dickinson, Jerry Doff, Grace Endow, Norman Galentine, Maryann Gardner, Jack Grunberg, Violet Jones, Paul Johnson, Weymouth Lacy, Robert Lindsay, Frank Mishina, Howard Prell, Jack Reith, Betty Smith, Marion Tufenkian.

The Business Organization takes care of the school's financial matters.



L. A. H. S. Girls'



The Girls' Service Board voluntarily serves the school in various capacities.



The Girls' Service Board is composed of the Service Committee, Costume Club, Switch Board operators, Library helpers, and Attendance Office and Business Office helpers. The Board gives girls who are anxious and willing a chance to serve the school, and at the same time to earn points so they may run for Senior Board. This year, the Service Board is sponsored by the Girls' Senior Board and is headed by Marguerite Gorham, Regular Board member.

The Service Committee is essential to the welfare of the school in that it keeps the halls and grounds clear and maintains order in the cafeterias and in the lines all around the grounds. The girls are: Leona Abel, La Verne Agron, Patricia Barr, Frances Baugh, Shirley Bell, Barbara Bernhart, Clara Bird, Beverly Birkett, Betty Blair, Rosalie Borgia, Mary Jane Brown, Gloria Bustamante, Cee Campbell, Helen Cenera, June Christenson, Jean Clinton, Dextra Coakley, Gloria Ann Colbert, Janet Cordes, Patty Crabtree, Virginia Doty, Audrey Dougherty, Gloria Dunlap, Nazalie Elmassian, Margaret Freestone, Doris Garrison, Patricia Granger, Aimee Gray, Theresa Hamazawa, Shirley Hazalett, Marion Henderson, Frances Hicks, Enid Hoffman, Chiyeko Horiuchi, Jean Irish, Charlotte Izmirrian, Margaret Jobe, Marion Johnson, June Johnson, Peggy Kalmers, Jeanette Karn, Naomi Karz, Maethilde Kenner, Katherine Koll, Marion Kunkle, Betty Langbien, Edwina LeBaron, Arleen Lehman, Jacqueline Lehman, Audrey Lewis, Evelyn Main, Anita Mann, Carroll Mae McCain, Mary Lou McGowan, Katherine Metro, Norma Meyer, Shirlee Neal, Marilyn Miller, Lynn Morrison, Mindy Moslander, Carolyn Newberry, Celia Nutting, Virginia Olsen, Jeanne Oram, Jackie Oxford, Patty Partee, Patricia Patterson, Pat Patterson, Joan Pelunis, Mary Alice Pierce, Dolorez Pipkin, Anna Mae Pitts, Dorothy Platt, Jocelyn Pyne, Marilyn Quaintance, Gerry Reich, Patty Ryburn, Jo Ann Ryer, Pat Schulman, Verla Schulman, Evelyn Scott, Mary Shaffner, Katherine Shaner, Beverly Shield, Karie Shindo, Marion Silversmith, Eileen Slaten, Beverly Sokolow, Ann Sullivan, Barbara Taylor, Helen Taylor, Kathryn Thomas, Phyllis Thompson, Dorothy Van Pelt, Joyce Wadsworth, Vera Wolff, Mary Jane Walker, Maebeth Wassen, Marie Wells, Eleanor Weisz, Joyce White, Peggy Willis, Vivian Wright, Ruth Ziff, and Jeannette Knight.

Service Board

The Switchboard operators assist in the secretary's office and take care of all the calls that come into the school. The chairman of the operators is Jane White; the girls are: Marjorie Porter, Helen Martin, Jeanne Williams, Joy Bernstein, Cyrelle Zacks, Parish Berry, Anne White, Janet Coster, Eva Mae Darby, Arlene Rock, Miriam Franz, Helen Aposhian, Carolyn Hoover, and Grace Raymond.

The girls in the Business Office help Mr. Flynn with accounts, lost and found bureau, and all business that may come into the office. The girls are: Naomi Marcus, Celia Rosenberg, Barbara Stitch, Lorraine Lodge, Katherine Koll, Rosalie Borgia, Jeanne Oram, and Pat Patterson.

A few girls help Mrs. Babcock in the book depository, filing and mending the books. They are Fernanda Izlar and Jo Stark.

The Library helpers aid the librarian in checking books and in other regular library duties. They are Betty Brown, Lorene Nesselhauf, Meta Wilson, Claudia Rhoades, and Virginia Hill.

The Costume Club keeps the costume rooms in order and checks costumes in and out to those people who wish to use them. The chairman of the committee is Marguerite Hamilton; the girls are: Pat Hamilton, Ruth Norman, Carol Beck, Beverly Brown, Virginia Hallfield, and Connie McNamee.

The girls in the Attendance office help Mr. Ault with the attendance and with the secretarial work. These girls are: Jo Ann Moore, Carolyn Walker, Carolyn Stitz, Jean Bragg, Edythe Coots, Dolores Dickey, Shirley Hazlett, Mary Huntsberger, Virginia Koeny, Dorothy Koster, Ellen Manner, Enid Plumridge, Lillian Bates, Judy Smith, Dorothy Neal, Louise DeNio, Janice Blom, Alice Gordon, Jackie Lerpee, Dorothy Stornach, Berdie Ree Webster, Eileen Slaten, Barbara Duquee, Pat Glen, Donna Harris, Janet Shaw, Eileen McGonn, Lorraine Aderhold, Juanita Shaw, Marilyn Schlemmer, and Geraldine Reich.



MARGUERITE GORHAM, president

Miss MABEL MATHEWS, sponsor

MARILYN MURRAY, vice-president



Boys' Service Board



The Boys' Service Board contributes invaluable service to the school.



Commissioner: Dick Hambleton

Secretary: David Freeman

Treasurer: Ted Martin

Sponsor: Mr. A. W. Hemsath

The Service Board, now entering its third year of activity, was established for the purpose of upholding the rules and regulations of L. A. High School. It works in conjunction with the Boys' Senior Board, and its members have about the same power as a Senior Board member. This Service Board encourages democratic spirit for it is a completely student-organized activity, working for the benefit of the whole school. Boys, planning to be on the Senior Board, must have at least one term of service before they will be eligible. The Service Board offers, to these boys, the opportunity for this leadership. The members are stationed on the grounds at noon and before school. The success of the organization is due to the cooperation of its members and sponsor.

Members are: Bob Berkley, Joe Brady, Phillip Dorner, Harry Carter, John Clark, George Fenderson, Dave Freeman, Martin Frieza, Richard Gerdau, Stuart Hill, Slade Hulbert, George Hull, Vic Hamilton, Toru Iura, Dick Lawrence, Bob Lindberg, Henry Martin, Ted Martin, Bob Morhar, Mike Murphy, Ralph McKenzie, John Osgood, Jack Paden, John Paules, Dick Purviance, David Reilly, Harold Robinson, Art Shafer, Jack Shahian, Barnett Smith, Joe Smith, John Stern, Bill Thomas, Bob Vartanian, John Williamson, Dean Witt.

That We May Stand Together

Rural Youth

O rural youth, trained in the ways of life,
You have the strength to challenge and to dare;
Then lead us out of wilderness and strife
Far from this darkened forest of despair.

Urban Youth

And you, the well-taught students of the town,
Employ your powers of thought, of mind, and brain;
For we bestow on you faith, as a crown.
Now, guide us toward the ways of peace again.

United Youth

Together lead the world out of the night
That we may see once more the rising sun;
Give to the world her reassuring light,
And make the minds and hearts of men as one.

Bette Jane Gerson, A12

Youth finds an atmosphere of harmony and security in beautiful Memorial Library.



To Irene
much and
success
loads of happiness
sincerely
Betty Smith

To Irene
a really grand
girl. may the luck
& success always
Joyce Caswell

HONOR

Best of luck to a really
 darling girl. I have really enjoyed
 knowing you. I hope our friendship will
 continue long after Sunday. Love
 Nat Ellis



S. Goedike.

Best of luck
 in education
 your best wish
 for
 Nat Harrison
 -Ketchikan, Alaska

Loads of Luck to
a darling girl who
I have loved
knowing. I hope,
to see you again
after our graduate,

Love
Caroline
McCarthy



Many visitors pause to see the glorious contents of this modest little room in the west wing of the second floor at Los Angeles High School.

The Trophy Room

Within the Trophy Room are the tangible evidences of victories, striven for and attained, that the honor of L. A. High might be perpetuated. It is a symbol of the struggles, privation, and sacrifices that students endure to bring glory to their school. But not only does it represent the endeavor and struggles of the student, but his triumph and achievement. There are found the recognition of his labor, his reward for outstanding service to his school. In this picture one sees only a few of the many trophies, cups, plaques, streamers, medals, and other awards, presented to our school for achievement in many fields: sports, literature, scholarship, honor, oratory and debate, commercial subjects, and a host of others. The Trophy Room is a thrilling tribute to those that have served their school, and stands as an incentive for each student to carry on wonderful traditions by giving the best that he has in service to L. A. High.

Dearest friend
Best of all to a
sweet marriage

Ephebian Society



Election to the Ephebian Society is the highest honor that may be conferred upon an A12 student by his fellow classmates and by the Faculty. One out of every forty students in a graduating class attains this goal. The Ephebians are chosen for superiority in scholarship, leadership, and character.

This society was founded by Dr. Albert Shields in 1918 to perpetuate the ideals of character and honor in the Community that have been developed in the school. Each Ephebian elected takes the oath of the ancient Athenian youth: "We will never bring disgrace to this, our city, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks; we will fight for the ideals and sacred things of the city, both alone and with many; we will revere and obey the city's laws, and do our best to incite a like respect in those above us who are prone to annul or set them at naught; we will strive unceasingly to quicken the public sense of civic duty. Thus, in these ways, we will transmit this city not only no less, but far greater than it was transmitted to us."

When these Ephebians, chosen by the W '41 Class, go out into their community, they will serve it as they have served their school. They will quicken it with the high ideals and fine sense of honor that have been fostered within them at L.A. High.

The Faculty and the class of W '41 elected the following nine Senior A's to the Ephebian Society: Lloyd Blanpied, Hugh Elliott, Bob Errett, Bill Harwood, Caroline McCarthy, Peggy McGinnis, Nancy Lou Pederson, Audrey Probst, and Marian Reich. Honorable mention was given to Mary Jane Clapp, Kathryn Mook, Tom Hill, and Jim Hutter.

Top row, left to right: Blanpied, Elliott, Errett, Harwood.
Bottom row: McCarthy, McGinnis, Pederson, Probst, Reich.



California Scholarship Federation



Chairman: Norman Juster

Sponsor: Miss Wright

The public school system is important in the development and guidance of youth, the greatest of America's resources. The finest products of this system are the CSF honor students. Los Angeles High School, Chapter IV of the California Scholarship Federation, was formed by the Faculty in 1921. The CSF motto is "Scholarship for Service." This organization inspires in students a greater desire for excellence in scholastic achievement. Membership entitles a student to wear the CSF life membership pin, a symbolic lamp of knowledge and experience. This is the only high school pin that may be worn on a college campus. The honor of being a Sealbearer is earned by having Periclean grades for four semesters, one of which must be in the senior year.

The California Scholarship Federation inspires honor, ambition, and the desire for intellectual advancement. It helps develop studious habits which are invaluable in later life. Life members have shown their ability to learn; they are tomorrow's leaders, for education and justice walk hand in hand. The purposes of the California Scholarship Federation are to arouse interest and provide an incentive for studying, to encourage a high standard of scholarship among students, and to give them a definite program for service to their school. This fosters habits which will later help solve the world's major problems.

Those who have already attained this high honor are: Romney Ballantyne, Lloyd Blanpied, Irene Decanis, Dixie Freese, Hellen Hailey, Jim Hutter, Robert Johnson, Norman Juster, Bob Meyer, Evadne Meyler, June Murakami, Tom Murrietta, Melville Nimmer, Charles Nutt, Floyd Preston, Sherman Rifkin, Jeanne Sook, Lorraine Warner, Sandy Wilkinson.

Those who are hoping to complete the membership requirements this semester are: Clarinda Boone, Jim Elmendorf, Dorothea Fitzgerald, Estela González, Dean Hill, Tom Hill, Jean Lebo, Katherine Lowenstein, Barbara Pehl, Marian Reich, Valerie Stabler, David Stoller.

*Top row, left to right: Ballantyne, Blanpied, Boone, Decanis, Elmendorf, Fitzgerald, Freese, Gonzalez, Hailey, Hill.
Second row: Hutter, Johnson, Juster, Lebo, Lowenstein, Meyer, Murakami, Murietta, Nimmer, Nutt.
Bottom row: Pehl, Preston, Reich, Rifkin, Sook, Stabler, Stoller, Warner, Wilkinson.*



Periclean Society



MELVILLE NIMMER, president



President: Melville Nimmer
 Vice-president: Helen Nicklin
 Secretary: Betty Klein
 Treasurer: Marvin Meyer
 Historian: Ethelda Bromberg
 Sponsors: Miss Wright, Miss Goodell

GRADE REPRESENTATIVES
 A12: Jean Sook, David Stoller
 B12: Blossom Parke, William Carpenter
 A11: Parish Berry, Morris Daly
 B11: Helen Taylor, Earl Holyman
 A10: Geraldine Reich, Bob Lewis

At L. A. High the words "Periclean" and "honor" are synonymous. Eligibility in this society requires a final grade of at least three A's and nothing less than a B. This means that approximately one-tenth of the Student Body attains membership each semester.

Pericleans have had a particularly active program this term which included the traditional breakfast, an excursion to the Columbia Broadcasting Studios, a few after school programs, the Scholarship dinner, and our semi-annual CSF assembly, at which Dr. William Campbell of U. S. C. spoke on "The Importance of Scholarship."

A10 members are: Gene Bergman, Beverley Birkett, John Clark, Eugene Day, Ramsey Elliott, Yoneji Fukunaga, Kimi Fukuto, Oliver Garver, Nancy Gibson, Jean Graham, Richard Gunther, Carolyn Ikegami, Peter Isreall, Arthur Janov, Paul Johnson, Jacqueline Jones, Sarabelle Leff, Don Levitan, Bob Lewis, Sherwood Malsman, Richard Milham, Byron Miller, Evelyn Morgan, Kimiko Naurse, Marion Nichols, Ruby Okubo, Virginia Olson, Russell Page, Florence Palmer, Fred Poor, Geraldine Reich, David Reilly, Howard Riser, Cecelia Rosenberg, Tinky Shows, Marvin Spiegelman, Dorothy Taub, Shirley Waddell, Dean Witt, Morton Yoffee.

These students have attained the high honor of membership in the Periclean Society.



B11 members: Lee Abbott, Emmett Bailey, Philip Barnett, Brooks Bernard, Barbara Bonner, Ted Carr, June Christenson, Jean Clinton, Corryne Codon, Betty Coffey, Jack Cowen, Miriam Cytron, Richard Darby, Margaret Mary del Bondio, Shirley Dokken, Lila Evans, Olston Forrest, Gladys Fricke, Martin Frieze, Jack Gaudino, Stanley Gramlich, John Hall, Joyce Harris, Muriel Herzog, Earl Holzman, Margaret Hudson, Barbara Hughes, Jean Irish, Harriet Isenstein, Toru Iura, Violet Jones, Dorothy Kaplan, Melvin Kaplan, Donovan Kendall, Jimmy Kennedy, Stephen Kirchner, Gwendolyn Krater, Mari Le Roy, Leslie Levin, Robert Linley, Gayle Long, Mabel Lowe, Julian Ludwig, Anita Mann, Fumiko Matsumura, Dennis McCarthy, Katherine Metro, Marvin Meyer, Lothrop Mittenenthal, Mary Murphy, Jim Naftzger, Shirlee Neal, Celia Nutting, Tom Orcutt, Ruth Oreck, John Paules, John Pelton, Leonard Pennario, Joscelin Pyne, Marilyn Reinwald, Jack Reith, Harold Robinson, Barbara Seaver, Betty Shafer, Marguerite Sharp, Hauao Snishino, Howard Shuken, Carl Shultz, John Stern, Bob Swezey, Katherine Tail, Helen Taylor, Bioletta Thomas, Jacqueline Towers, Sallie Unmack, Bob Van Scoyoc, Mary Jane Walker, June Wallace, Edith Walter, John Weston, Jim Weinberg, Eleanor Weisz, Richard Yates, Ruth Ziff.

A11 members are: LaVerne Agron, Robert Bailey, Paul Beigelman, Parish Berry, Dorothy Blake, Shirley Christensen, Wayne Colver, Sydenham Cryst, Morris Daly, John Dee, Holman Eklund, Dorothy Faries, Norman Galentine, Doris Garrison, Bette Jane Gerson, Charles Gumbiner, Shirley Hart, Jean Hayhow, Marcheta Holland, Edith Josephson, Thomas Kamidoi, Jeannette Karn, Eleanor Lakso, Lorraine Loge, Ruth Martin, Fanchon Metzenbaum, Mildred Miles, Sharon Moody, Betty Ann Nelson, Chandler Nusbbaum, Peggy Ord, Thomas O'Shaughnessy, Bob Perstein, Ruth Peyton, Mary Alice Pierce, Elaine Popp, Lawrence Powell, Howard Prell, Dick Purviance, Bernard Rogers, Hannah Rosing, Florence Rubinfier, Patricia Russell Eleanor Schwartz, Katherine Shaner, Bicknell Showers, Sylvia Simon, Lorraine Singer, Richard Slyfield, Nancy Swain, Doris Vetter, Howard Wilson, Antoinette Griffith.

B12 members: Lawrence Ades, Dorothy Allen, Annlee Anderson, Erma Anderson, Helen Aposhian, Denis Babson, Ronald Biddle, Grace Blue, Louise Borde, Muriel Brenner, Ethelda Bromberg, Warren Brown, William Carpenter, Tommie Carter, John Cole, Janet Comlossy, Cordelia Cook, David Covell, Wyatt Dawson, Hamilton de Jong, Dorothy Diggle, Virginia Dowdell, Katherine Duzenbery, Rhoda Dwork, Bill Forbes, Virginia Ford, Ruth Fuller, Catherine Ghio, Herbert Goldinger, Herbert Goldstein, Barbara Gordon, Benzell Graham, Phyllis Gross, Jules Grossman, Ernest Grunwald, James Hancock, Evelyn Hanson, Elynor Hart, Constance Hawkins, Ruth Herber, Kay Hidalgo, Winifred Hunt, Muriel Hurup, Marjorie Hyde, Jane Hysham, Robert F. Johnson, Marvin Kleber, Betty Klein, Mary Levengood, Frank Lewis, Jean Lewinson, Dick Littlestone, Lois Loesch, Betty Logue, Ted Martin, Helen Marx, Patricia Meyer, Evadne Meyler, Peggy Neily, Jim Neville, Helen Nicklin, Hisako Nishihara, Blossom Parke, Delorceya Pillar, Gibson Reaves, John Roberts, Gayle Rogers, George Roosen, Tom Schamp, Janet Scoville, Ansell Shapiro, Marvin Shapiro, Betty Sieh, Beverley Sinclair, Ruth Slayton, June Suzuki, Gloria Swenson, Millicent Rose Tag-vonstein, Joyce Taylor, Mary Van Aken, Betty Versteeg, Charlotte Weinberg, Dorothy Weiss, Sylvia White, David Wilder, Grace Wilton, Lucille Williams, Charles Willner, Mae Winder, Helen Wolownik, Elizabeth Wood, Edeana Mae Wood.

A12 members are: James Ball, Romney Ballantyne, Lloyd Blanpied, Clarinda Boone, Irene Decanis, Jim Elmendorf, Babette Ferguson, Dorothea Fitzgerald, Dixie Freese, Estela Gonzalez, Hellen Hailey, Pat Hamilton, Tom Hill, Jim Hutter, Robert W. Johnson, Norman Juster, Fred Kobayashi, Jean Lebo, Katherine Lowenstein, Irving Marems, Bob Meyer, Ferne Mintie, Frank Mishima, Kathryn Mook, June Murakami, Tom Murrieta, Melville Nimmer, Charles Nutt, Barbara Pehl, Floyd Preston, Sherman Rifkin, Robert Rubel, Jeanne Sook, Valerie Stabler, David Stoller, Norman Tyre, Lorraine Warner, Florence West, Sandy Wilkinson, Patty Wright.

The requirements for this society are three "A's" and no grade less than a "B."



Medal Winners



ARTHURS, ROBERT
Reserve Officers' Association Medal
BALLANTYNE, ROMNEY
Bronze Proficiency
Silver Proficiency
Silver Leadership
Gold Leadership
Platoon Leadership
Alumni Officers' Sabre
CAMPBELL, WILLIAM
Bronze Leadership
COLE, JOHN
Bronze Proficiency
Silver Proficiency
Gold Proficiency
COVELL, DAVID
Bronze Proficiency
COWAN, ROBERT
Squad Competition
Champion Rifle Shot
CREIGHTON, RICHARD
Bronze Leadership
CRENSHAW, CARL
Achievement Medal
Manual of Arms
DANON, DALTON
Manual of Arms
DARBY, RICHARD
Bob Lawson Memorial Medal
DAY, IRVING
Manual of Arms
FISH, WINTHROP
Squad Competition

GOEDIKE, SHIRLEY
Bob Lawson Memorial Medal
GUTHRIE, WAYNE
Bronze Proficiency
HAMPSON, JAMES
Bronze Proficiency
Silver Proficiency
Manual of Arms
HARRIS, HAROLD
Bronze Proficiency
HRABETIN, JAMES
Manual of Arms
HUGHES, JACKSON
Bronze Leadership
HUTTER, JAMES
Bronze Leadership
Squad Competition
Reserve Officers' Association Medal
Instructors' Medal
Instructors' Medal (2nd Award)
IRVINE, TERRY
Bronze Proficiency
Silver Leadership
JANOV, ARTHUR
Bob Lawson Memorial Medal
JOHNSON, ROBERT
Bronze Proficiency
Silver Proficiency
Platoon Leadership
JOHNSTON, THOMAS JEFFERSON JR.
Bob Lawson Memorial Medal
KENNEDY, JAMES
Bronze Proficiency

ORAM, ROBERT
Oliver Medal
Achievement Medal
POLINGER, GEORGE
Bronze Proficiency
RIEMER, WILLIAM
Bronze Proficiency
ROWLETT, ROBERT
Manual of Arms
SLYFIELD, RICHARD
Bronze Proficiency
Achievement Medal
SMITH, BARNETT
Bob Lawson Memorial Medal
Manual of Arms
SWAIN, WILLIAM
Manual of Arms
SWAN, DOUGLAS
Bronze Proficiency
WATTS, WILLIAM
Bronze Proficiency
Silver Proficiency
WEBER, ALBERT
Oliver Medal
Reserve Officers' Association Medal
WEINBERG, JAMES
Bronze Proficiency
Silver Proficiency
WESTON, JACK
Bronze Proficiency
WINETROUB, EDWARD
Manual of Arms

Top row, left to right: Arthurs, Ballantyne, Campbell, Cole, Covell, Cowan, Creighton, Crenshaw, Darby.
Second row: Day, Fish, Goedike, Guthrie, Hampson, Harris, Hrabetin, Hughes, Hutter.
Third row: Irvine, Janov, Johnson, Johnston, Kennedy, Oram, Polinger, Riemer, Rowlett.
Bottom row: Slyfield, Smith, Swain, Swan, Watts, Weber, Weinberg, Weston, Winetroub.



Best makes to one
 swell girl. Marlene
 Greendaly's last laurel
 of the year

vicars
 1940
 Vance



The Columbia Scholastic Press Association has awarded the gold medal to the 1940 Semi-Annuals of the Los Angeles High School.

Best of everything
 to a swell girl
 Richard Daley

Jerome
Yours a grand
age, I truly enjoyed
knowing I am sure hope
to see you again someday
Bye for now
Butt Ynes

Love
I wish I could
have known you much
longer than I have. You're one
of the sweetest girls I know
and I hope you have all the
success that you deserve.
"Nats" Phisley
S⁴²

CLASSES

Looky looky
a sweet
friend
Margie Hauert
"Roundabout"



Dear Quene,
one I want to wish
highly & wish
hope & future - I
want of all
and of the
were in - school - day
perfect - ~~perfectly~~ family
at home, Ray Moore
with

—
I never had much
fun at the job
but I
did my best
to give
it my all
—



Winter '41



Class of

President: Bill Harwood
 Vice-president: Kathryn Mook
 Secretary: Mary Jane Clapp
 Treasurer: George Polinger
 Sponsors: Miss Lucy Adams
 Mrs. Florence McCune

Miss Lucy Adams



The stage was in readiness; the overture had been played; the curtain slowly rose on the final performance of the Winter Class of Forty-one! Graduation! The first, soft strains of harmony gave rise to a myriad of recollections in the minds of the graduating seniors. Remembrances of the friendly rivalry in the Senior debate and the Senior A-B contest, our enthusiastic football games which the entire school supported, memories of Star and Crescent exercises where the members of the Class of W '41 placed their names on the long list of Los Angeles High School alumni, and lastly the scent of gardenias at the Senior Prom. All this was the climax to three studious but enjoyable years at our school.



*The best of
 luck and success always
 to you. It really was
 a pleasure knowing you.
 Bill Harwood '41*

Bill Harwood

Mary Jane Clapp



Winter 1941



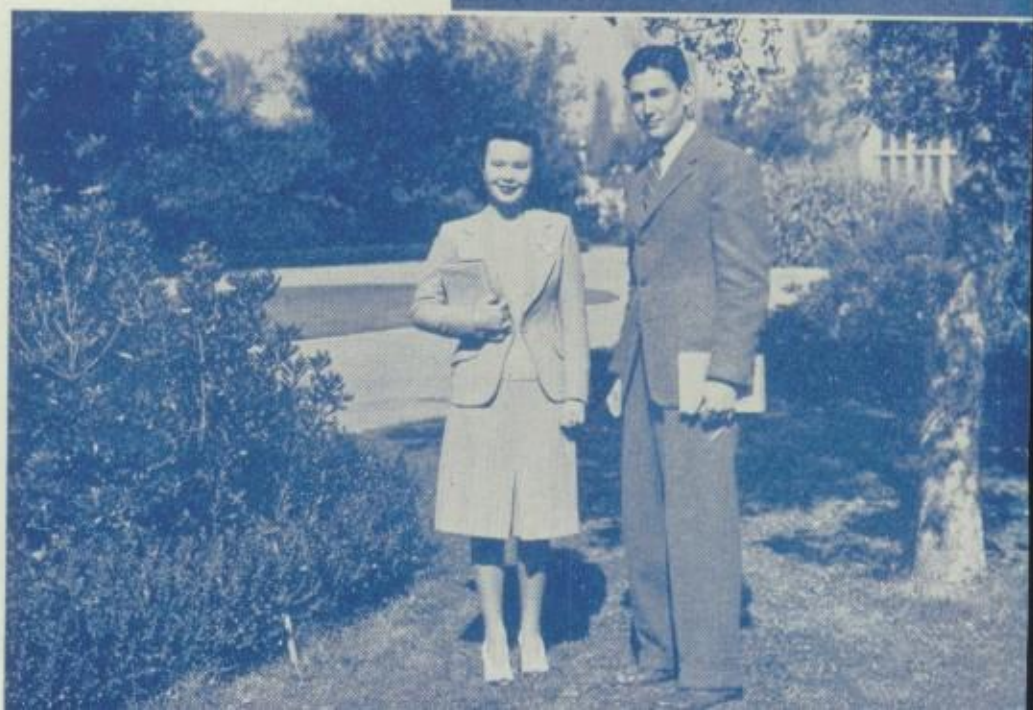
But now the stage of life is set. Our ambitions and dreams are to become realities. As roads part, so do friends, but onward, onward on the road of life.

Miss Adams and Mrs. McCune, our beloved sponsors, have aided us through the pitfalls and dangers one encounters in everyday school life. To their ceaseless understanding and guidance, we owe a debt of gratitude. So as the curtain slowly drops, bringing to a close the realities of our high school days, we, the class of W'41, with sadness in our hearts but with smiles on our lips, thank our sponsors and the Faculty for three of the best years of life.

Mrs. Florence McCune



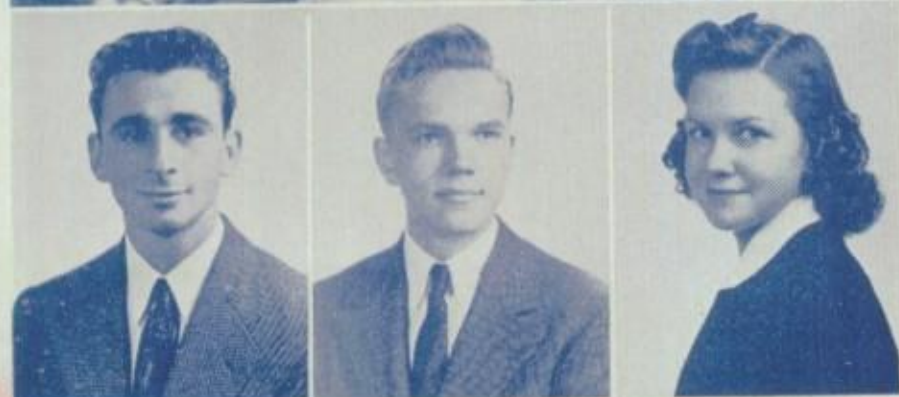
*Kathryn Mook
George Polinger*





School—Community

Bill Harwood and Phil Prince, just about to have a "bored" meeting, relax their rangy twelve feet plus and look both pleased and satisfied over some well-planned scheme. These boys have played fine varsity basketball this year.



BERNARD ADLIN

S erved as cross-country contestant
C ontemplates joining Calif. Aggies.

EDWARD AINSWORTH

S erved as a cheering sports fan
C ontemplates L.A.C.C.

CORALIE ALEXANDER

S erved as prominent Romanette
C ontemplates studying at Woodbury's.



RAMONA RUTH ALPER

S erved as Aesculapian member
C ontemplates becoming a Bruinette.

RODNEY AMATEAU

S erved on the Boys' Gym Board
C ontemplates attending L.A.C.C.

DOREEN ANDERSON

S erved as a language expert
C ontemplates traveling to UCLA.



EDMUND RUDOLPH APFFEL

S erved as a rooting Roman
C ontemplates joining the National Guard.

JEROME APLEBY

S erved as an aero enthusiast
C ontemplates sojourning at Cee Cee.

HAROLD BABSKY

S erved as an active Science Club member
C ontemplates pharmacy as a profession.



WILLARD E. BADHAM III

S erved as vice-president of Big L. A.
C ontemplates being a true Trojan.

JAMES ROBERT BALL

S erved as a Science Club member
C ontemplates attending U.C.L.A.

ROMNEY E. BALLANTYNE

S erved as Lt. Colonel of the R. O. T. C.
C ontemplates seeing the Bruins.



TOM BARNETT

S erved on the Gym Club
C ontemplates going to Troy.

LILLIAN MAE BATES

S erved as an attendance office helper
C ontemplates heading for Westwood.

JERRY J. BAUCHWITZ

S erved as a ready Roman
C ontemplates attending U.S.C.



PAT BAYLIS

S erved as vice-prexy of Star and Crescent
C ontemplates seeing Arizona U.

JOHNNY BEAVER

S erved as a water polo enthusiast
C ontemplates rooting for S.M.J.C.

JEAN BENNETT

S erved as a clever Roman writer
C ontemplates dramatics at City College.

To Sandy lovely
any luck
Blair
Joyce W'41

MARTHA BENNISON

S erved in the Brush and Quill
C ontemplates trekking to Troy.

BARBARA BERRIAN

S erved as a Brush and Quill
C ontemplates becoming a Trojan.

JOYCE BLAIR

S erved as Boys' Glee accompanist
C ontemplates becoming a Thespian.

SHIRLEY ANNETTE BLANK

S erved as a member of the Girls' Board
C ontemplates sojourning at U.C.L.A.

LLOYD BLANPIED

S erved as Boys' Senior Board prexy
C ontemplates engineering at U.C.L.A.

NORMAN BLOOM

S erved as a Roman musician
C ontemplates the C.C. Cubs.

CLARINDA BOONE

S erved as a Semi-Annual assistant
C ontemplates winning honors for Troy.

RICHARD BOSTON

S erved as an amateur radio fan
C ontemplates the trek to Westwood.

HARLAN BOWITZ

S erved as art editor of B. and W. Daily
C ontemplates aerodynamics at L.A.C.C.

MARIE ALICE BRAY

S erved as a rooting Romanette
C ontemplates the road to business school.

JOHN PHILLIPS BRIEGLEB

S erved as an able aviator
C ontemplates attending Theological Seminary.

NORMA ANNETTE BRIGHT

S erved as a Cafeteria assistant manager
C ontemplates smiling at customers.

MARGARET BURKHOLDER

S erved as an office secretary
C ontemplates cheering for Troy.

BRUCE CAMPBELL

S erved as a trackman
C ontemplates Washington U.

ERROL CARPENTER

S erved as a gridiron enthusiast
C ontemplates study at Santa Monica J.C.

IRENE CARROLL

S erved as a faithful Senior Boarder
C ontemplates Santa Barbara State.

WILLIAM H. CARTER

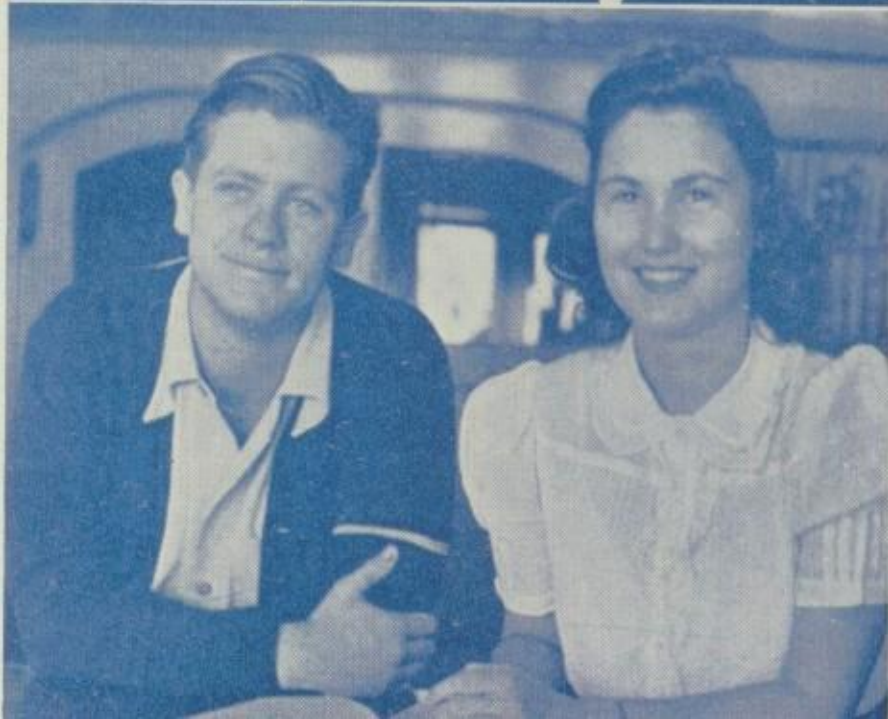
S erved as Blue and White sports' editor
C ontemplates being a business manager.

JOYCE NORMA CASSILETH

S erved as a Blue and White reporter
C ontemplates social service work.



Barbara and Sandy look really studious and intelligent; and here they are glancing over a volume of Darwin's "Theory of Evolution" or something equally deep at their favorite hideout, the library. Such visits equipped them well for their duties as vice-presidents of the Boys' and Girls' Senior Boards, this past term.





School—Community

Jim Hutter, always the dignified, has evidently reeled off some amazing bit of humor to make Margo Gorham eye him so skeptically. Jim culminated three successful years at Rome by serving as major in the army; Margo participated as vice-prexy of her Senior B class and president of the Girls' Service Board.



MIRIAM CHARLSTON

S erved as an attractive Romanette
C ontemplates U.C.L.A.

MANUEL CHAVEZ

S erved as homeroom president
C ontemplates the Bruin campus.

ZONA CHERN

S erved as an able poet and writer
C ontemplates toiling at Pasadena J.C.



MARGARET HELEN CHRISTENSEN

S erved as Roman philatelic expert
C ontemplates attending business college.

MARY JANE CLAPP

S erved as Senior A secretary
C ontemplates cheering for U.S.C.

DOLORES CLAUDE

S erved as homeroom president
C ontemplates attending business college.



OWEN CLAYMAN

S erved on the mighty Roman Varsity
C ontemplates cheering for the Bruins.

ED CLINTON

S erved as a star Roman swimmer
C ontemplates going to Junior College.

DUANE COLLETTE

S erved as a popular Roman
C ontemplates trekking Westwood way.



EDYTHE CLAUDINE COOTS

S erved in the attendance office
C ontemplates attending L.A.C.C.

DOROTHY LOUISE CORTHELL

S erved as a Roman Tri-Y member
C ontemplates study at L.A.C.C.

MARIE CORTSEN

S erved as a charming Romanette
C ontemplates nursing at L.A.C.C.



ISABELLE COURVILLE

S erved on the Hospitality Committee
C ontemplates a degree at U.C.L.A.

ROBERT H. COWAN

S erved in Officers' Club
C ontemplates going Westwood way.

FRANCES ALVA CUNNINGHAM

S erved as a member of the G.A.A.
C ontemplates a Frank Wiggins' trade.



PAUL A. DAVIS

S erved as business office cashier
C ontemplates becoming a Trojan rooter.

LOIS DEBS

S erved as the Business Organization prexy
C ontemplates roaming the globe.

IRENE H. DECANIS

S erved as a brilliant CSF member
C ontemplates rooting for the Bruins.

ANITA DERCHAN

S erved as member of Drama Club
C ontemplates dramatics at L.A.C.C.

DOLORES DICKEY

S erved as an attractive Romanette
C ontemplates U.C.L.A.

WILLIAM ATWOOD DOANE

S erved on the swimming team
C ontemplates rambling to S.M.J.C.

HERBERT DOTY JR.

S erved as an amateur radio fan
C ontemplates Uclanization.

BETTY JUNE DRAKE

S erved as Forum president
C ontemplates singing thru L.A.C.C.

DON EHRENBERG

S erved as member of R.O.T.C. Band
C ontemplates engineering at U.C.L.A.

DOROTHY JANE EILERS

S erved in the attendance office
C ontemplates attending Woodbury College.

HERSHEY ELIOT

S erved on the cross-country squad
C ontemplates attending Jaysee.

HUGH WALKER ELLIOTT

S erved as Boys' Division president
C ontemplates medicine at Stanford.

MYRON R. ELLIOTT

S erved as an able homeroom treasurer
C ontemplates chemical engineering.

JAMES ELMENDORF

S erved as a member of CSF
C ontemplates architecture at U.C.L.A.

PHYLLIS M. ERICKSON

S erved as homeroom president
C ontemplates entering S.C.

ROBERT B. ERRETT

S erved as Student Body prexy
C ontemplates attending Stanford.

SUZAN ETTIELSON

S erved as a small but mighty Romanette
C ontemplates a stay in Chicago.

SIDNEY FEINBAUM

S erved as a loyal Roman trackman
C ontemplates enlisting in the air force.

BABETTE FERGUSON

S erved as Semi-Annual co-literary editor
C ontemplates Gerton College, England.

ROBERT W. FERGUSON

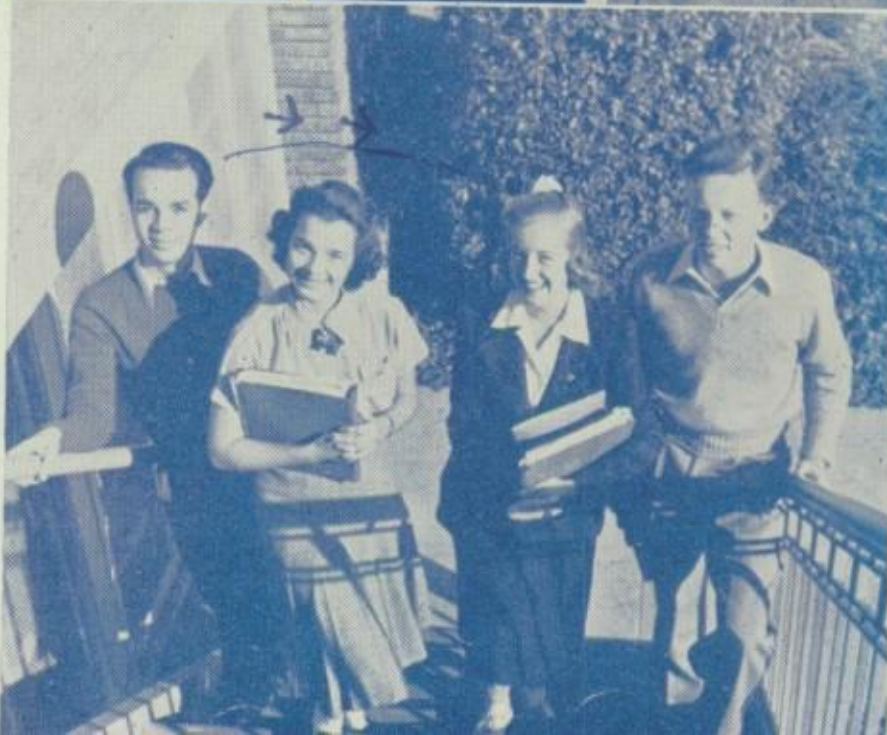
S erved as Semi-Annual Senior A editor
C ontemplates medicine at U.C.L.A.

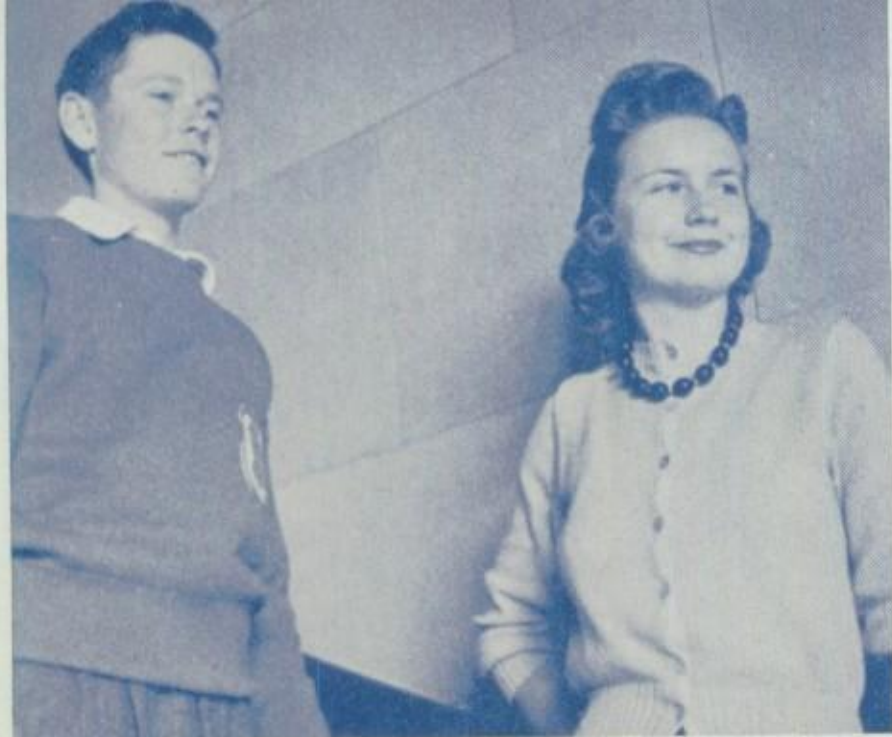
JANET SHIRLEY FISHMAN

S erved as president of Rifle Club
C ontemplates traveling S.M.J.C. way.

*Success always
to a swell girl
Mel Hummer*

Mel, Jane, Irene, and Harold, are all set to climb those many stairs to success. From the confident grins on their placid features, we feel sure that undreamed of opportunities have already been discussed. Ah well, your friends know you'll reach the top.





School—Community

The wall looks blank, but the radiant expressions on the faces of these two prominent seniors make a lovely picture. Bob Manwaring and Nancy Lou Pederson sustained several severe cases of writer's cramp while keeping the Senior Board records intact.



DOROTHEA FITZGERALD

S erved as an able Senior Boarder
C ontemplates further honors at U.C.L.A.

JERRY FOGEL

S erved on the Roman gridiron
C ontemplates creating with Walt Disney.

WILLIAM H. FOLLMER

S erved as outstanding water poloist
C ontemplates rooting for Southern Cal.



GLENN FRANDSEN

S erved as an art enthusiast
C ontemplates Chicago Institute of Art.

KEN FRANKS

S erved as a Roman aviation fan
C ontemplates commercial art work.

BURTON FRECHTMAN

S erved as a Roman artist
C ontemplates commercial art at L.A.C.C.



KATHLEEN FREEMAN

S erved as Girls' Glee Club vice-prexy
C ontemplates tickling the ivories at UCLA.

FRANCES CAMILLE FREER

S erved as a loyal homeroom scribe
C ontemplates the life of an artist.

DIXIE BRADFORD FREESE

S erved as Tennis Club treasurer
C ontemplates heading for Pomona.



LEONARD FRIEDMAN

S erved as mailing manager of the Daily
C ontemplates roaming to L.A.C.C.

JOHN FULTON

S erved on the Boys' Sr. Board
C ontemplates cheering for the Bruins.

KATHRYN LOUISE GALLETTE

S erved as loyal Romanette
C ontemplates operating PBX switchboards.



JEAN GARRETT

S erved as homeroom secretary
C ontemplates roaming Woodbury's halls.

FLORENCE GERRANS

S erved as a loyal Romanette
C ontemplates working at Woodbury's.

JERRY GETCHELL

S erved on the Gym Club
C ontemplates the life of a musician.



MARY GIARRUSSO

S erved as Roman Tri-Y scribe
C ontemplates wearing the Red and Gold.

ROBERT GIBSON

S erved as a Roman rooter
C ontemplates attending L.A.C.C.

DOROTHY GILBERT

S erved as Commercial Club secretary
C ontemplates attending Woodbury's.

JEROME JAY GLATTER

S erved as an air-minded Roman
C ontemplates roaming to L.A.C.C.

FLORENCE WINIFRED GLYNN

S erved as homeroom exchequer
C ontemplates a nursing career.

RUTH REGINA GOLD

S erved as Roman rooter
C ontemplates heading for Westwood.

ESTELA GONZALEZ

S erved as a G.A.A. letter winner
C ontemplates architecture at U.C.L.A.

STANLEY GONZALEZ

S erved as an able basketball player
C ontemplates an M.D. at Stanford.

LUCILLE GOODMAN

S erved as homeroom treasurer
C ontemplates doing secretarial work.

MARGUERITE GORHAM

S erved on the Girls' Regular Board
C ontemplates studying at U.C.L.A.

SYD GORRIE

S erved on the Roman eleven
C ontemplates going into business.

DONALD GRANGER

S erved as an amateur mechanic
C ontemplates automotive studies.

RALPH M. GREEN

S erved as a cheering Roman
C ontemplates a course in diesel engineering.

CHARLOTTE GREENBERG

S erved as a homeroom scribe
C ontemplates cosmetology.

WILLIAM M. GROSS

S erved as clarinetist in the orchestra
C ontemplates practising his scales.

JUNE GUER

S erved as homeroom scribe
C ontemplates a dramatic career at S.C.

JACK GUMBINER

S erved as homeroom president
C ontemplates law at U.C.L.A.

MONTY GUTERMAN

S erved on the Blue and White Daily
C ontemplates going to City College.

HELLEN HAILEY

S erved as Semi-Annual assistant editor
C ontemplates singing on the air waves.

BETTY LEE HALL

S erved as a dynamic dancer
C ontemplates entering Oregon U.

MARGUERITE HAMILTON

S erved as an efficient Service Boarder
C ontemplates becoming a Trobabe.



Let's Go! We went! But we encountered quite a little opposition there! However, Hugh Elliott, Boys' division head and Caroline McCarthy, Girls' division prexy, appeared very confident and optimistic before the "big game" took place.



School—Community

A brilliant gathering! Four CSF's—without a book among them. However, Lt. Colonel Romney Ballantyne, Jeanne Sook, Dorothea Fitzgerald, and Floyd Preston appear quite happy without them.



MARJORIE E. HAMILTON

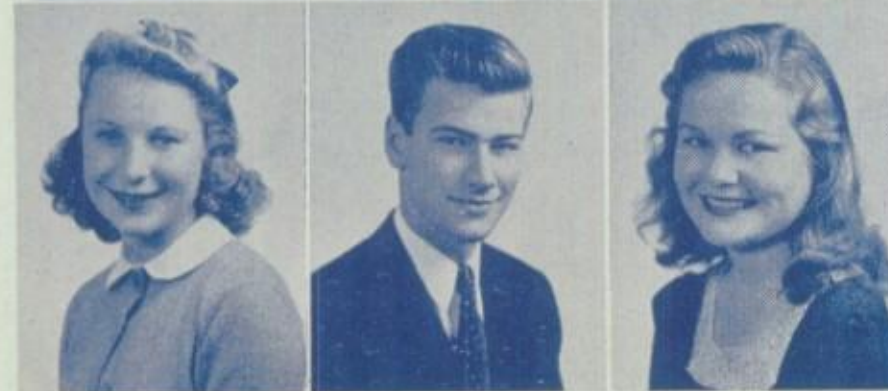
S erved as an attractive asset to Rome
C ontemplates trudging to Troy.

PAT HAMILTON

S erved as a homeroom president
C ontemplates a nursing career.

BEN HARRIS

S erved as senior yell leader
C ontemplates rooting for the Bruins.



PATRICIA HARRIS

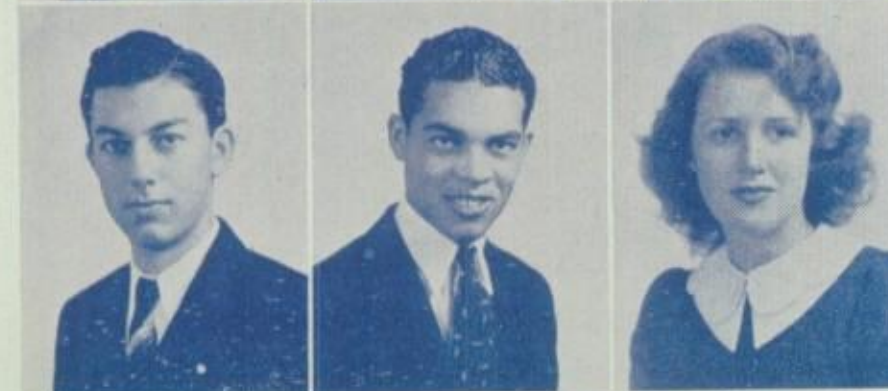
S erved as a homeroom president
C ontemplates taking Troy by storm.

WILLIAM F. HARWOOD

S erved as Senior A president
C ontemplates cheering for Stanford U.

SHIRLEY MAXINE HAWKEN

S erved as homeroom prexy
C ontemplates attending U.S.C.



CARL M. HEINTZ

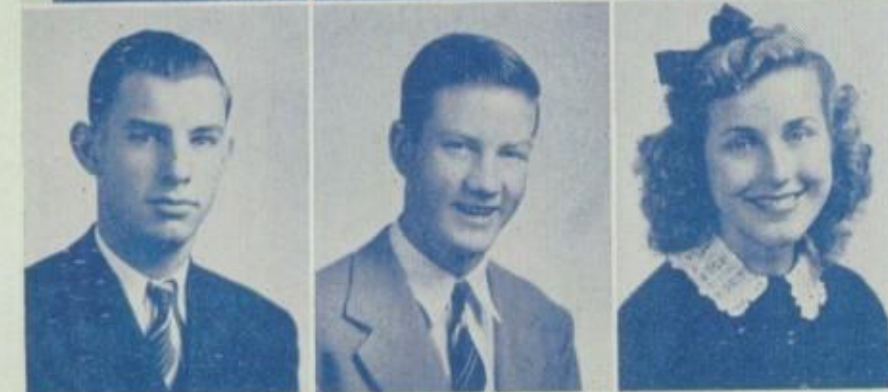
S erved as a varsity debater
C ontemplates studying law at U.C.L.A.

FLOYD HENDERSON

S erved as an able cartoonist
C ontemplates rooting for the Bruins.

MARY JANE HENDRICKS

S erved as vice-president of Palladian
C ontemplates becoming a costume designer.



DEAN J. HILL

S erved as sergeant-at-arms of the Board
C ontemplates engineering at U.C.L.A.

TOM HILL

S erved as Publicity Department head
C ontemplates art and advertising.

GLORIA GENE HINDIN

S erved as a member of Brush and Quill
C ontemplates success at Westwood.



MARJORIE HOGAN

S erved as a charming homeroom prexy
C ontemplates fashion design at U.S.C.

ALAN M. HOISCH

S erved as a star of the gridiron
C ontemplates roaming "The Farm."

PATRICIA HOLTON

S erved as a loyal Romanette
C ontemplates studying at Troy.



HELEN HOOVER

S erved as Thalian president
C ontemplates business college.

LEROY ANTON HOPKINS

S erved as homeroom president
C ontemplates becoming a chemical engineer.

GEORGIA LEE HUMPHRIES

S erved as homeroom secretary
C ontemplates attending Holmby College.

BETTY HUSE

S erved as president of Brush and Quill
C ontemplates a writing career.

VAUGHN G. HUTCHINS JR.

S erved as a homeroom president
C ontemplates petroleum engineering.

JAMES R. HUTTER

S erved as a Major in the R.O.T.C.
C ontemplates advertising at U.C.L.A.

EDWARD WILLIAM IVEY

S erved on the track team
C ontemplates joining the Air Corps.

MARGARET S. JARVIS

S erved as a friendly Romanette
C ontemplates becoming a saleswoman.

WILLIAM JEFFERY

S erved as a mighty casaba man
C ontemplates the Stanford Red.

BETTY ANNE JEFFREY

S erved as Senior B secretary
C ontemplates trekking to U.C.B.

JEFF JEFFRIES

S erved as a member of L.A.H.S. stage crew
C ontemplates air conditioning.

MARY ELLEN JOERS

S erved L.A. as a piano arranger
C ontemplates nursing at L.A.C.C.

ROBERT W. JOHNSON

S erved as an R.O.T.C. captain
C ontemplates study at U.C.L.A.

TOM J. JOHNSTON

S erved as Drum Major of the R.O.T.C. Band
C ontemplates marching out Westwood way.

EMMY LOU JONES

S erved as club editor of Rome's Daily
C ontemplates journalism at U.S.C.

MARIAN JONES

S erved as a charming Roman rooter
C ontemplates becoming a "woman in white."

JANE JOSEPHS

S erved on Rome's Service Board
C ontemplates emulating Helen Hayes.

NORMAN JUSTER

S erved as president of CSF
C ontemplates a teacher's course at U.C.L.A.

TARO KASAI

S erved ably on the gridiron
C ontemplates going to L.A.C.C.

DIANE KATZ

S erved as a loyal Romanette
C ontemplates attending UCLA.

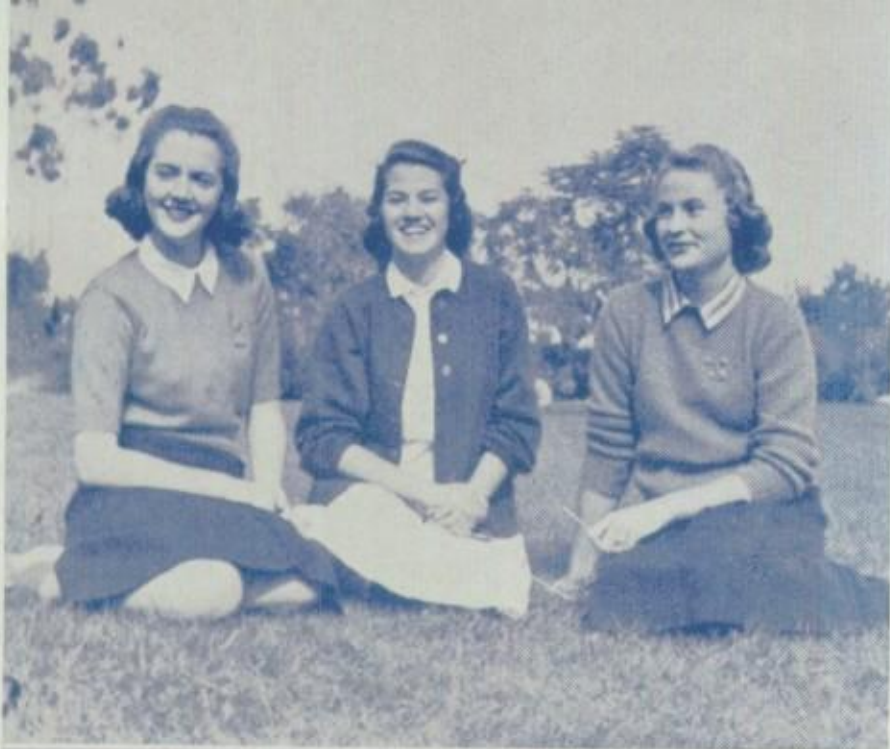
YURIKO KAWAKAMI

S erved as a music enthusiast
C ontemplates studying abroad.



The young man you see sitting before that Gargantuan contrivance, called a linotype, is none other than Sherman Rifkin, our illustrious Blue and White Daily editor. Sherman is a very busy fellow in the print shop, but finds time to be a Senior Boarder and CSF also.

You may be small but you make up for it. The Best always Ed. Ivey



School—Community

Betty, Tessie, and Pat laid aside the cares of the world and seek the tranquility of beautiful Memorial Park. These girls seem quite satisfied over some new conquest. Perhaps scientific or social?

HARRY KEIPER

S erved as a R.O.T.C. bugler
C ontemplates cheering the Trojans to victory.

RUTH KIMEL

S erved in the Pananthropian Club
C ontemplates being a secretary.

BOB KIRCHER

S erved as homeroom prexy
C ontemplates heading for Westwood.

SELMA KIRSCHNER

S erved as a tennis fan
C ontemplates attending L.A.C.C.

ROSE CORINE KLEIN

S erved as homeroom scribe
C ontemplates a beautician's career.

FRED KOBAYASHI

S erved as a member of the Periclean Society
C ontemplates traveling to L.A.C.C.

PEARL KOFSKY

S erved as B. and W. Daily reporter
C ontemplates journalism at U.C.L.A.

MARJORIE KOHL

S erved as a charming Pierian
C ontemplates winning honors for Troy.

DOROTHY JEANNE KOKE

S erved as a loyal Romanette
C ontemplates residing in Bali.

LOIS KOLAN

S erved as a reporter on the B. and W. Daily
C ontemplates becoming a writer.

MEIKO M. KURAKUSU

S erved as a Commercial Club member
C ontemplates going to Woodbury's.

PAUL L. KUYKENDALL

S erved as a member of the Gym Board
C ontemplates heading for City College.

PAUL WILLIAM LAWRENCE

S erved as an enthusiastic Roman
C ontemplates attending Annapolis.

JEAN MARIE LEBOS

S erved as an ardent tennis fan
C ontemplates becoming a Bruinette.

ROBERT LEE

S erved as a dazzling basketball star
C ontemplates joining the C.C. Cubs.

DOROTHY LEISHMAN

S erved as president of Palladian
C ontemplates being a secretary.

PAUL LENTZNER

S erved as a loyal Roman
C ontemplates the life of a sailor.

MARVIN LEVY

S erved as Roman photographer
C ontemplates joining Frank Wiggins.



MURIEL LEVY

S erved as Semi-Annual co-literary editor
C ontemplates rooting for the Blue and Gold.

BETTY M. LEWIN

S erved as a homeroom secretary
C ontemplates becoming a Bruinette.

JOHN LIGHTFOOT

S erved as Roman piscatorial expert
C ontemplates joining the Samojacs.

ANNELIES LINZ

S erved as a member of Pleca
C ontemplates entering the nursing profession.

BECKY LITROV

S erved as member of B. and W. ad-staff
C ontemplates modeling at U.C.L.A.

MARY JANE LITTRELL

S erved on the Semi-Annual staff
C ontemplates going to U.C.L.A.

FRANCES LONG

S erved as a spirited Roman
C ontemplates attending business college.

KATHERINE LOWENSTEIN

S erved as Semi-Annual photo manager
C ontemplates wearing the Blue and Gold.

CORNELIA HENRIETTA LUMPKIN

S erved as secretary of Tri-Y
C ontemplates study at U.C.L.A.

CUB LYON

S erved as homeroom prexy
C ontemplates the fields of Stanford.

CORINNE MACDONALD

S erved as a member of Commercial Club
C ontemplates becoming a commercial artist.

HAROLD MADDREN

S erved as business manager of the Daily
C ontemplates wearing the colors of Oregon U.

MARIA MAGGIO

S erved in the Roman orchestra
C ontemplates becoming a Trojanette.

MICHAEL LARRY MANAHAN

S erved as a homeroom prexy
C ontemplates the Cal. Aggies.

SYDNEY F. MANDLER

S erved as homeroom treasurer
C ontemplates rooting for the Bruins.

IRVING MAREMS

S erved as a member of Aesculapian
C ontemplates dentistry at City College.

HELEN RHODES MARTIN

S erved as a switchboard operator
C ontemplates going to L.A.C.C.

BETTY MARTON

S erved as a staunch Romanette
C ontemplates going Westwood way.



Those famed Boarders, Ruth Stevens and Dean Hill, slip away from their many duties. Is it possible they block a fire exit? However, they need not worry; Rome's governing body practices friendliness not force.



School—Community

Peggy McGinnis and Lloyd Blanpied, caught in a smiling pose, serve as Board prexies and can be as serious as they are smiling; this explains the excellent conduct Rome enjoys this semester.

FRANK MASTERS

S erved as Roman swimming enthusiast
C ontemplates attendance at Ucla.

LEWIS MATTES

S erved as a loyal Roman
C ontemplates singing "on to Oregon."

DICK MATTHEWS

S erved as a member of the Boys' Board
C ontemplates law at S.C.

DON McALLISTER

S erved as a homeroom treasurer
C ontemplates becoming an Oregon State Beaver.

CAROLINE S. McCARTHY

S erved as Girls' Division president
C ontemplates startling U.C.L.A.

NEDRA McCLEES

S erved as homeroom secretary
C ontemplates storming the gates of Troy.

HERBERT McGAFFEY

S erved as a Blue and White reporter
C ontemplates attending Pasadena J.C.

PEGGY MCGINNIS

S erved as Girls' Regular Board prexy
C ontemplates joining the Westwood Bruins.

JOYCE McLEAN

S erved as Roman tennis player
C ontemplates a business college career.

MARGARET L. McNAMARA

S erved as B. and W. Daily reporter
C ontemplates on to "Ole" S.C.

JACK McNAMEE

S erved as loyal homeroom prexy
C ontemplates going to S.C.

JACK MENGES

S erved as homeroom president
C ontemplates going to L.A.C.C.

EDITH METZADOOR

S erved as a charming daughter of Rome
C ontemplates the art of radio acting.

BOB MEYER

S erved as one of Rome's foremost debaters
C ontemplates roaming the halls of Harvard.

JANE DAVINA MILLER

S erved as homeroom prexy
C ontemplates joining the ranks at Ucla.

JERRY MILLER

S erved as a member of Sr. A Cappella
C ontemplates service in the army.

DAVID HARRY MILLERBURG

S erved as gym club letterman
C ontemplates an engineering course at S.C.

FERNE MINTIE

S erved as a homeroom scrivener
C ontemplates economics at Ucla.



ALLEN MIRON

S erved as secretary of R.A.M.
C ontemplates joining the policemen.

FRANK MISHIMA

S erved with the Business Organization
C ontemplates work at Frank Wiggins.

BETTY MIYAMOTO

S erved as a lover of music
C ontemplates nursing at City College.

WILLIAM MIZER

S erved as a homeroom prexy
C ontemplates entering into business.

MARGRET MOLL

S erved as a Poetry Club member
C ontemplates being a busy business woman.

KATHRYN DONNA MOOK

S erved as Senior A vice-prexy
C ontemplates riding the Trojan horse

ANNA LOIS MOORE

S erved on the Service Board
C ontemplates education at Howard U

MARILYN MORROW

S erved as a Philomathian member
C ontemplates shoving off to Oregon.

VIRGINIA ANN MULLIGAN

S erved as a fine swimmer
C ontemplates office work at C.C.

JUNE YOSHIKO MURAKAMI

S erved as a CSF sealbearer
C ontemplates the life of an artist.

TOM MURRIETA

S erved as president of Star and Crescent
C ontemplates medicine at Stanford.

DOROTHY NEAL

S erved ably in the Palladian Club
C ontemplates the Red and Gold.

ELEANOR JANE NEAL

S erved as secretary of Girls' Glee Club
C ontemplates rooting for the Trojans.

JEANNE LORRAINE NEAL

S erved in the counselor's office
C ontemplates a stenographic course.

MARY ANN NELSON

S erved as Philomathian's vice-prexy
C ontemplates histrionics at U.C.L.A.

GLORIA NEWMAN

S erved as Daily advertising manager
C ontemplates journalism with the Uclans.

MELVILLE NIMMER

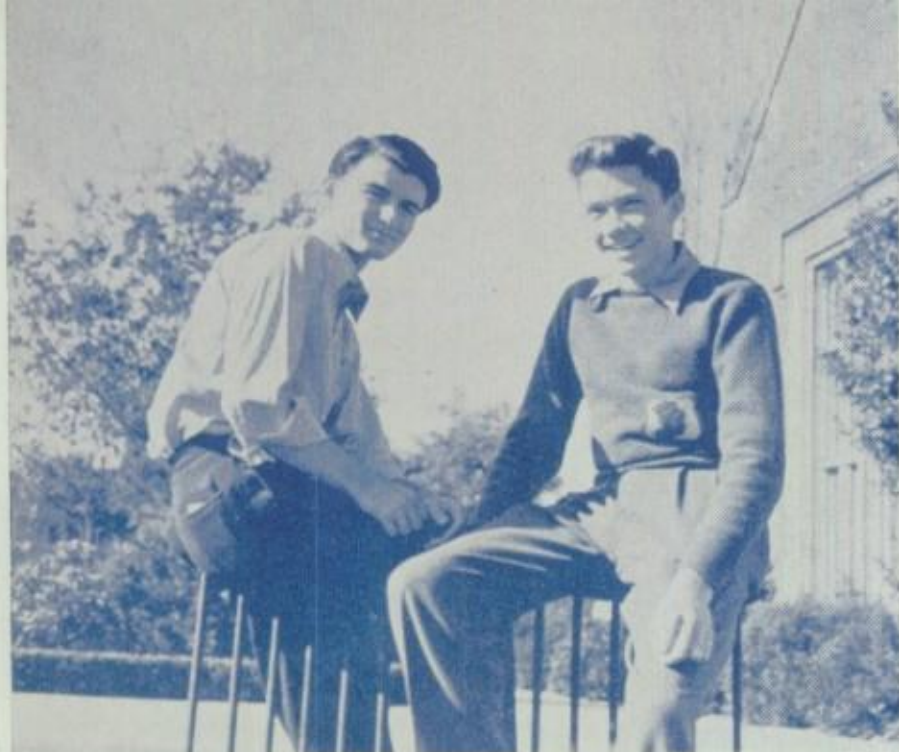
S erved as president of the Pericleans
C ontemplates becoming a barrister.

SUMI NISHIMURA

S erved as a Tennis Club member
C ontemplates becoming a stenographer.



June Murakami and Hellen Hailey, assistant editors of the Semi-Annual, seek the sun's inspirational rays. Both of these young ladies are CSF's; therefore we are certain all tasks were completed before their stroll commenced; hence the printing of this picture will embarrass neither of them.



School—Community

Tom Murrieta, W'41 Star and Crescent president and prominent Senior Boarder, is apparently enjoying the warm sun and beautiful scenery of Memorial Park with classmate Bob Meyer, varsity debate letterman.



RUTH NORMAN

S erved as a smiling Service Boarder
C ontemplates a stay out Westwood way.

SHUJI NOZAWA

S erved as a football hero
C ontemplates a stay with the Bruins.

CHARLES NUTT

S erved as Semi-Annual business manager
C ontemplates the study of accounting.



REITA MARIE OFIESH

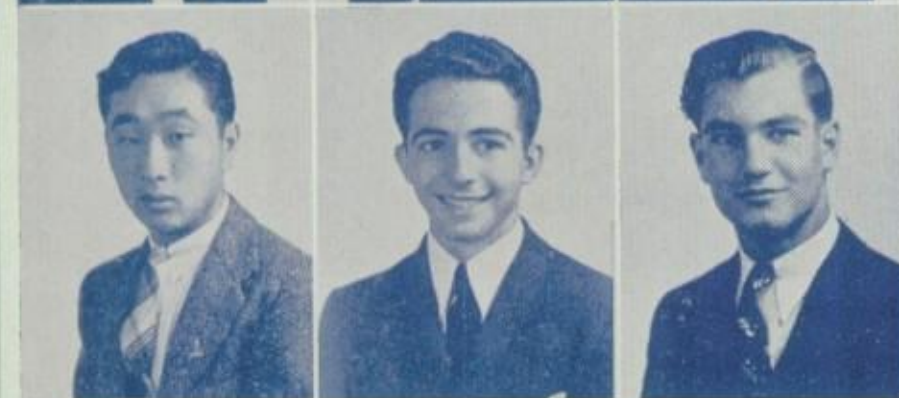
S erved as a dancing Romanette
C ontemplates going to Woodbury College.

ESTHER OLEARO

S erved as a loyal Romanette
C ontemplates stenography at J.C.

MAXINE OLSEN

S erved as an attractive asset to Rome
C ontemplates going to business college.



GEORGE OMATSU

S erved as a Roman gridiron star
C ontemplates going to L.A.C.C.

ROBERT C. ORAM

S erved as Adjutant of the R.O.T.C.
C ontemplates attending Dental College.

FRED ORMAN

S erved a a Glee Club member
C ontemplates a salesman's career.



PEGGY OTIS

S erved as a Philomathian
C ontemplates being a busy Bruinette.

JIM PARK

S erved as a Semi-Annual assistant
C ontemplates wandering to Wisconsin.

BILL PEARLMAN

S erved as an effervescent Roman
C ontemplates wending his way to Ucla.



AUSTIN PEARSON

S erved as a sturdy Roman
C ontemplates the business world.

NANCY LOU PEDERSON

S erved on the Girls' Board
C ontemplates startling Stanford.

BARBARA PEHL

S erved as Star and Crescent scribe
C ontemplates the halls of Stanford.



JUNE M. PERALTA

S erved as a Blue and White Daily reporter
C ontemplates a medical career.

GEORGE PIEROSE

S erved on the swimming team
C ontemplates swinging the axe at Stanford.

CHARLOTTE PILDUS

S erved as a homeroom treasurer
C ontemplates commercial art.

GEORGE J. POLINGE

S erved as Senior A treasurer
C ontemplates becoming a Bruin rooter.

DOROTHY FRANCES PONTET

S erved as a loyal sports fan
C ontemplates a stay in Pasadena.

BOB PONTIUS

S erved as a Senior A homeroom prexy
C ontemplates business administration at L.A.C.C.

FLOYD PRESTON

S erved as a life member of CSF
C ontemplates chemistry at U.C.L.A.

GEORGE PRICE

S erved as a star Roman gymnast
C ontemplates joining the Bruins.

PHILIP HUDSON PRINCE

S erved as a member of the Boys' Board
C ontemplates engineering at Stanford.

AUDREY PROBST

S erved as Student Body secretary
C ontemplates further study at Redlands.

GRACE A. QUIJANO

S erved on the Hospitality Committee
C ontemplates smiling thru L.A.C.C.

REUBEN QUIJANO

S erved as an amateur photographer
C ontemplates a trade at Frank Wiggins.

ERNESTO A. QUINTERO

S erved on the basketball squad
C ontemplates chemistry at Notre Dame.

LAWRENCE T. RATNER

S erved as editor of the Nuntius
C ontemplates an eastern education.

JOHN CHARLES RAU

S erved in Boys' Glee Club
C ontemplates donning Trojan armor.

MARJORIE ANN REED

S erved as sports editor on the Daily
C ontemplates the University of Tennessee.

MARIAN E. REICH

S erved ably as Semi-Annual editor-in-chief
C ontemplates amazing the Westwood Bruins.

JEAN REYNOLDS

S erved as homeroom president
C ontemplates astounding UCLA.

KENNETH D. REYNOLDS

S erved as captain of the Gym Team
C ontemplates going to U.S.C.

PAT ALYCE RHODEN

S erved as Pierian treasurer
C ontemplates art, music, and drama study.

JACK RIDDELL

S erved as a varsity gym letterman
C ontemplates going the UCLA way.



Taking time out for a friendly visit in Memorial Park, after the hectic pace of 238, these four Semi-Annual editors, Bob Ferguson, Katherine Lowenstein, Naomi Sattler, and Bill Swain, look as if they were planning new worlds to conquer.



School—Community

It's obvious that Marian and Charles are doing some very deep thinking about the plans for the W'41 Semi-Annual. By the way, how did that come out? They certainly do make a pleasant candid.



SHERMAN RIFKIN

S erved as editor-in-chief of the Daily
C ontemplates covering a beat at Cal.

BETTY JANE RIVENBURGH

S erved as a member of the Science Club
C ontemplates teachers' course at L.A.C.C.

JEAN ROBERTS

S erved as a reporter for the B. and W. Daily
C ontemplates journalism at Oregon University.



WARREN STANLEY ROBERTS

S erved as a Senior A homeroom prexy
C ontemplates attending Pasadena J.C.

FELIX W. ROBERTSON

S erved as Roman sports fan
C ontemplates boosting U.S.C.

CHARLOTTE ROLLAND

S erved as a musical Roman
C ontemplates work and fun at Woodbury's.



JANE CAROLYN RONSLEY

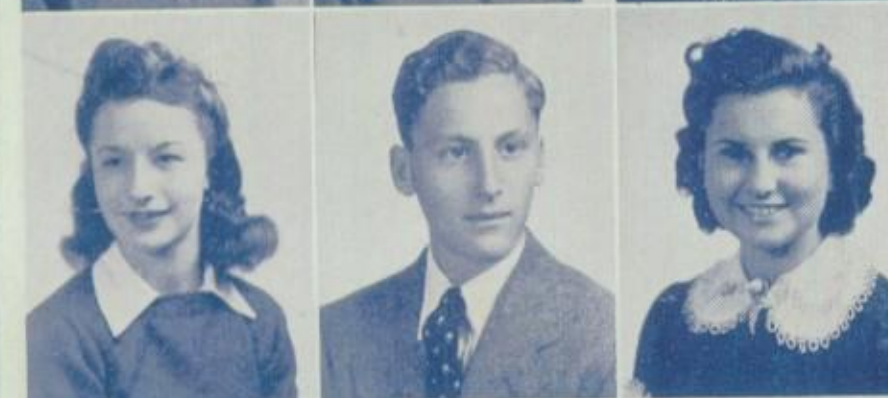
S erved as a Roman amateur sculptress
C ontemplates a stay at Mills College.

JUNE RONSLEY

S erved as a Science Club member
C ontemplates studies at Mills College.

BEN L. ROSENMAIER

S erved as Semi-Annual assistant
C ontemplates the Trojan campus.



BETTY ROSENMAIER

S erved as an eminent Periclean
C ontemplates the Blue and Gold of Ucla.

EDWARD ROSENSTIEL

S erved as a "Cee" trackman
C ontemplates accounting at U.C.L.A.

NINA ELIZABETH ROWLETT

S erved as a member of Forum
C ontemplates a secretarial career.



FLORENCE FRANCES ROZET

S erved as a Roman horse-lover
C ontemplates studying her do-re-mi's.

BOB RUBEL

S erved ably in the field of oratory
C ontemplates medicine at Berkeley.

DICK SALISBURY

S erved as varsity aqua poloist
C ontemplates riding the Trojan horse.



MARGARET SATO

S erved as a Tennis Club enthusiast
C ontemplates being "a lady with a lamp."

NAOMI SATTLER

S erved as Semi-Annual organization editor
C ontemplates fashion design at U.C.L.A.

DICK SCHERTZ

S erved as a Track Board member
C ontemplates courses at U.C.L.A.

ALFONSO V. SCHNAILL

S erved on varsity track team
C ontemplates being a true Trojan.

RUTH KARIN SCHNEIDER

S erved as homeroom president
C ontemplates a musical career.

JOSEPH SHELDON SCHWARTZ

S erved as homeroom president
C ontemplates cheering for the Bruins.

LEONARD B. SCHWARTZ

S erved as an orchestra member
C ontemplates becoming a photographer.

MARJORIE SCHWARTZ

S erved as a charming Thalian
C ontemplates the Cee Cee campus.

MELVIN SCHWARTZ

S erved as a cheerful Roman
C ontemplates joining Bruins via C.C.

RICHARD SCHWARTZ

S erved in Roman publicity department
C ontemplates art at Pasadena J.C.

GLADYS SELZER

S erved as a Roman booster
C ontemplates cheering for Cee Cee.

FRED OTTO SEPP

S erved as a basketball player
C ontemplates the U.S. Army.

SALLY ANN SHAFER

S erved as a member of Pananthropian
C ontemplates University of Tennessee.

RICHARD LEWIS SHELBY JR.

S erved playing water polo
C ontemplates studying aeronautics.

MICKEY SHELDEN

S erved in Student Body store
C ontemplates fighting for Notre Dame.

BETTE SHELLEY

S erved as a member of Brush and Quill
C ontemplates attending art school.

ORA SHERMAN

S erved as a Roman homeroom secretary
C ontemplates a pedagogical career.

PAUL JOHN SHETTLER

S erved on the water polo team
C ontemplates going to U.C.L.A.

EDWARD TOSHIO SHIOSAKA

S erved as prexy of Science Club
C ontemplates more education abroad.

ELIZABETH ANNE SHOWS

S erved as a homeroom treasurer
C ontemplates going to Sawyer's.

ROSLYN SHUMWAY

S erved as homeroom financier
C ontemplates attending Mills College.



Dick Hambleton, well-liked Service Board head and star of this season's B team, pauses a while at the sun dial with two of his fellow Service Boarders, Dave Freeman and Ted Martin.



School—Community

"May I have your autograph, Bob?" asks pretty Audrey Probst, Student Body scribe, of handsome Bob Errett, Rome's chief student executive. "Sure," quips Bob, "Respect for others constitutes life."



MARJORIE SILVERBERG

S erved as an energetic Romanette
C ontemplates writing thru business college.

BETTY SMITH

S erved as a musical Romanette
C ontemplates L.A.C.C. and radio.

JUDY SMITH

S erved in Philomathian Society
C ontemplates the Cardinal and Gold of Troy.



WILLIAM McNUTLY SNIDER

S erved as a trusty treasurer
C ontemplates business college.

JEANNE SOOK

S erved as a Regular Senior Boarder
C ontemplates attending U.C.L.A.

VALARIE STABLER

S erved as president of Philo
C ontemplates medicine at S.C.



BETTY JANE STAPP

S erved as homeroom president
C ontemplates entering business college.

IRENE STEINER

S erved as a rooting Romanette
C ontemplates attending L.A.C.C.

RUTH MARIE STEVENS

S erved as sergeant-at-arms of Girls' Board
C ontemplates going out Westwood way.



WILLIAM STEVENS

S erved as a debate letterman
C ontemplates U.S.C.

DAVID S. STOLLER

S erved as Nuntius business manager
C ontemplates heading for U.C.L.A.

CAROLYN ELEANOR SULLIVAN

S erved as homeroom chief executive
C ontemplates going to Woodbury's.



BILL SWAIN

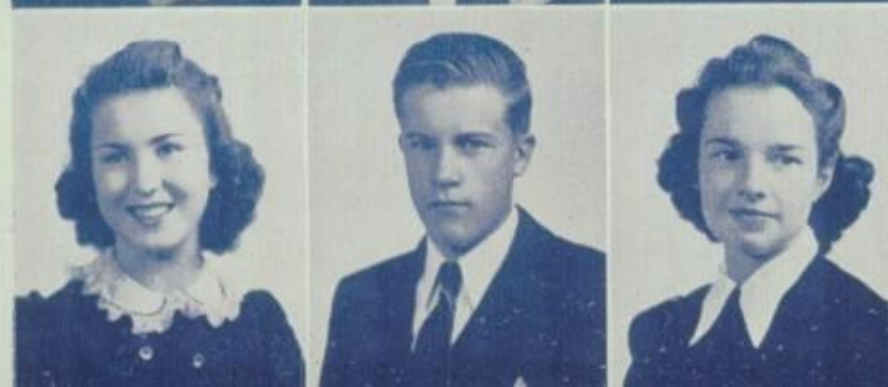
S erved as manager of Boys' Glee Club
C ontemplates meandering to Berkeley.

ROBERT WILTON TAFT

S erved as basketball letterman
C ontemplates law at U.C.L.A.

MARJORIE TAKATA

S erved as member of Tennis Club
C ontemplates stenography at City College.



CAROLYN ALMA TAYLOR

S erved as a homeroom prexy
C ontemplates marching UCLA way.

DALE B. THOMAS

S erved as Gym Club member
C ontemplates dentistry at S.C.

JANE ANNE THOMAS

S erved on the Senior Board
C ontemplates going to Pomona.

FAUSTO TOPETE

S erved as a member of the Big L.A.
C ontemplates courses at Frank Wiggins.

TESSIE TRINE

S erved as a Senior Board member
C ontemplates attending Redlands.

MASUMI TSUNAWAKI

S erved as member of Commercial Club
C ontemplates Los Angeles City College.

LYNNE TUCKER

S erved as a loyal Service Boarder
C ontemplates emulating Edith Cavell.

MARION VIOLET TUFENKIAN

S erved as president of Trico
C ontemplates a business career.

GERALDINE TURNER

S erved as a smiling Romanette
C ontemplates Frank Wiggins.

ROBERT C. TWOMEY

S erved as a homeroom prexy
C ontemplates being a radio engineer.

NORMAN GEORGE TYRE

S erved as Captain in the R. O. T. C.
C ontemplates rooting for the Bruins.

TAKASHI UYEMURA

S erved on the football field
C ontemplates going Palo Alto way.

MARION M. VALENTINE

S erved as member of Rome's orchestra
C ontemplates a business course at U.C.L.A.

MARGUERITE vander BIE

S erved as a popular Palladian
C ontemplates the halls of Troy.

NORMAN LEE VAN VALKENBURGH

S erved as an ardent Roman fan
C ontemplates astounding S.C.

RUTH VAUGHN

S erved as a homeroom treasurer
C ontemplates becoming an actress.

JOHN VISSCHER

S erved as a loyal Roman
C ontemplates aviation at U.S.C.

DOROTHY JUNE WALKER

S erved as Roman dramatist
C ontemplates a trip back to Missouri.

ELEANOR WALL

S erved as a Pleca member
C ontemplates nursing at L.A.C.C.

LORRAINE MAE WARNER

S erved as a CSF honor student
C ontemplates the trip to Westwood.

SALLY WATLINGTON

S erved as a pretty Philomathian
C ontemplates training at Troy.



Split infinitives and dangling participles were only minor affairs in the lives of such literary-minded girls as Babette Ferguson and Muriel Levy, Semi-Annual literary editors. Working so hard the girls needed some "food" for thought.



School—Community

These three cheerful football players, Bill Badham, Al Hoisch, and big Joe Wolf, constituted a heavy part of the Roman team that captured L. A.'s third consecutive Western League Crown in varsity football competition this season.



RICHARD LEIGH WATSON

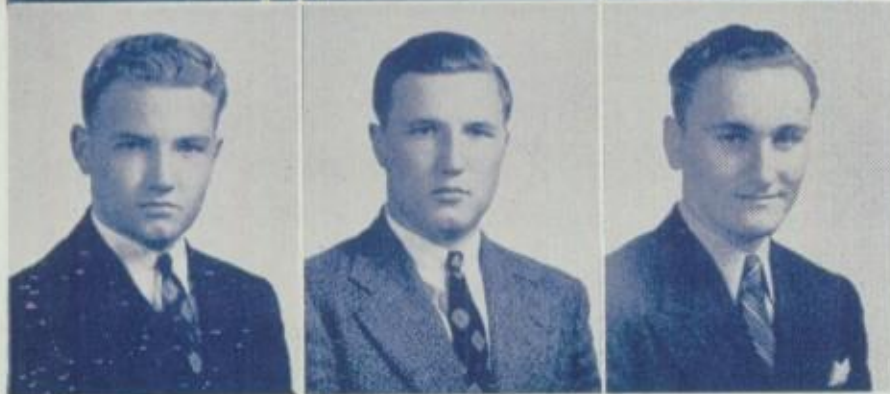
S erved as Semi-Annual Photo manager
C ontemplates wending his way to Pomona.

BEVERLY WEINBERG

S erved as an enthusiastic Roman rooter
C ontemplates a stay at U.C.L.A.

RAY WEINRUB

S erved as a Roman fishing fan
C ontemplates a study of accounting.



BILL WELD

S erved as a Rome homeroom president
C ontemplates becoming an electrical engineer.

ROBERT EDWARD WELD

S erved as violinist in orchestra
C ontemplates aeronautical engineering.

GEORGE L. WERNER

S erved as member of the Aesculapians
C ontemplates wielding the scalpal at Ucla.



JOHN MILTON WHITAKER

S erved as an able bass fiddler
C ontemplates cartooning in Chicago.

ANNETTE LORRAINE WHITE

S erved as homeroom scribe
C ontemplates becoming a nurse.

ELIZABETH JANE WHITE

S erved as a homeroom treasurer.
C ontemplates storming Troy.



EMMA WHITE

S erved as a Tri-Y scribe
C ontemplates the business world.

MATSON WHITEHEAD

S erved as Commercial Club prexy
C ontemplates a business career.

SANDY WILKINSON

S erved as vice-president of the Board
C ontemplates heading the Stanford way.



JIM WILLIAMS

S erved as Roman sports fan
C ontemplates journalism at U.S.C.

NANCY WILLIAMS

S erved as a witty Romanette
C ontemplates traveling to Antioch.

BARBARA ANN WILLIS

S erved as Board vice-prexy
C ontemplates cheering for Ucla.



BETTY HOPE WININGER

S erved as prexy of Girls' Glee Club
C ontemplates a musical career.

DOROTHY WISSMATH

S erved as Roman ice skater
C ontemplates becoming a secretary at C.C.

JOE WOLF

S erved fighting on the varsity eleven
C ontemplates the Red and White of Stanford.

JEANNE ANNICE WRIGHT

S erved on the Girls' Associate Board
C ontemplates rooting for "Joe Bruin."

PATTY WRIGHT

S erved as a Periclean member
C ontemplates literature at Oregon U.

EDWARD CLYDE YARDEEN

S erved as vice-prexy of the R.A.M.
C ontemplates rooting for the Bruins.



NAOMI YAROSLAW

S erved as garden enthusiast
C ontemplates advertising at L.A.C.C.

HERBERT R. ZEMANSKY

S erved as a track star
C ontemplates drilling with the army.



RONALD ZICK

S erved as an ardent Roman rooter
C ontemplates the life of a Trojan.

EDYTHE ZIMMER

S erved as a Blue and White reporter
C ontemplates yelling for the Bruins.



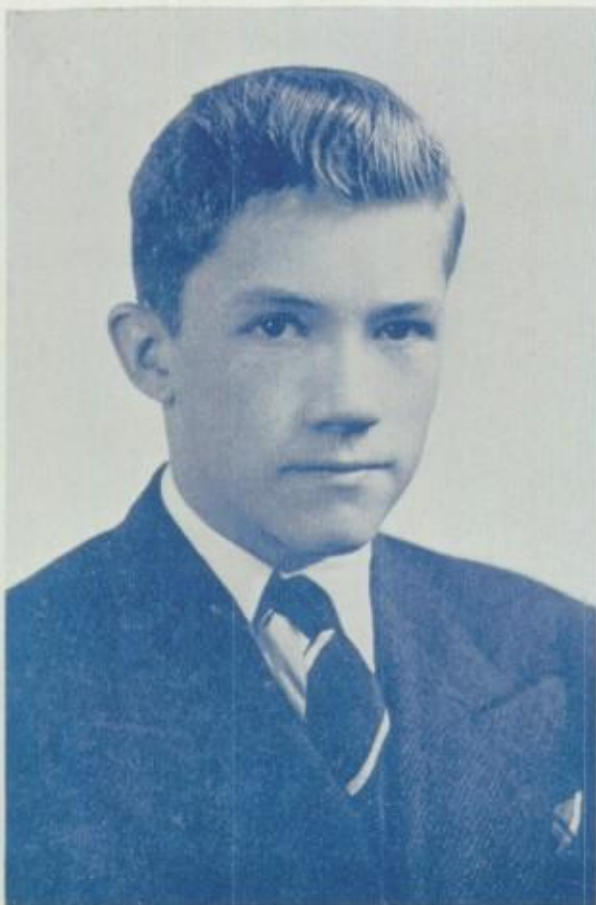
*Tom Hill, supreme ruler of the publicity department,
You see standing here in his private compartment,
But please do not think he won't linger a while,
To show us those stripes and professional smile.*



A Student's Plea

From out the hallowed portals of the school
Pours forth each year a host of graduations.
We face the world with courage—heads held high,
And hearts wherein the flame of service burns.
We wish to pay 'in full the debt we owe
To our community for learning's boon.
Give us the chance to show our gratitude!
Bequeath to us your trust, O citizens,
And let us prove our mettle in Life's game.
Your faith will give us strength to climb the hill,
Your reassurance, courage for the fray;
We need you to direct our first attempts.
You need us to revitalize your ranks,
To bring new thoughts and theories to the light.
Let us unite to serve the common good!
In Unity lies our prosperity.

Muriel Hurup, B12



Tom Murrieta



Betty Kenny



Marie Frazier

*Good
luck to a swell
girl
Tom Murrieta*

Star and Crescent Society



President: Tom Murrieta
Vice-president: Betty Kenny
Secretary: Marie Frazier
Sponsors: Mrs. McCune
Miss Adams

One of the oldest and most outstanding organizations in Los Angeles High School is the Star and Crescent Society, which was found in the year 1879 as a natural science club. At first, the membership included the entire Student Body; but as time passed on, the enrollment of the school increased to such a degree that the Star and Crescent Society came to include only the seniors of the school and the alumni. This society, by its excellent work, has bound the alumni and seniors into the unity of great strength and loyalty. The alumni wait to welcome the incoming members of the society into the world and the life beyond the high school days.

At the end of each semester, a meeting is held by this society at which time the graduating seniors are presented with pins denoting membership in the organization. In later years, these pins will bring back pleasant memories of times spent in high school. At the conclusion of the Star and Crescent exercises, the Senior A's are entertained at a dance given by the Senior B's in their honor.

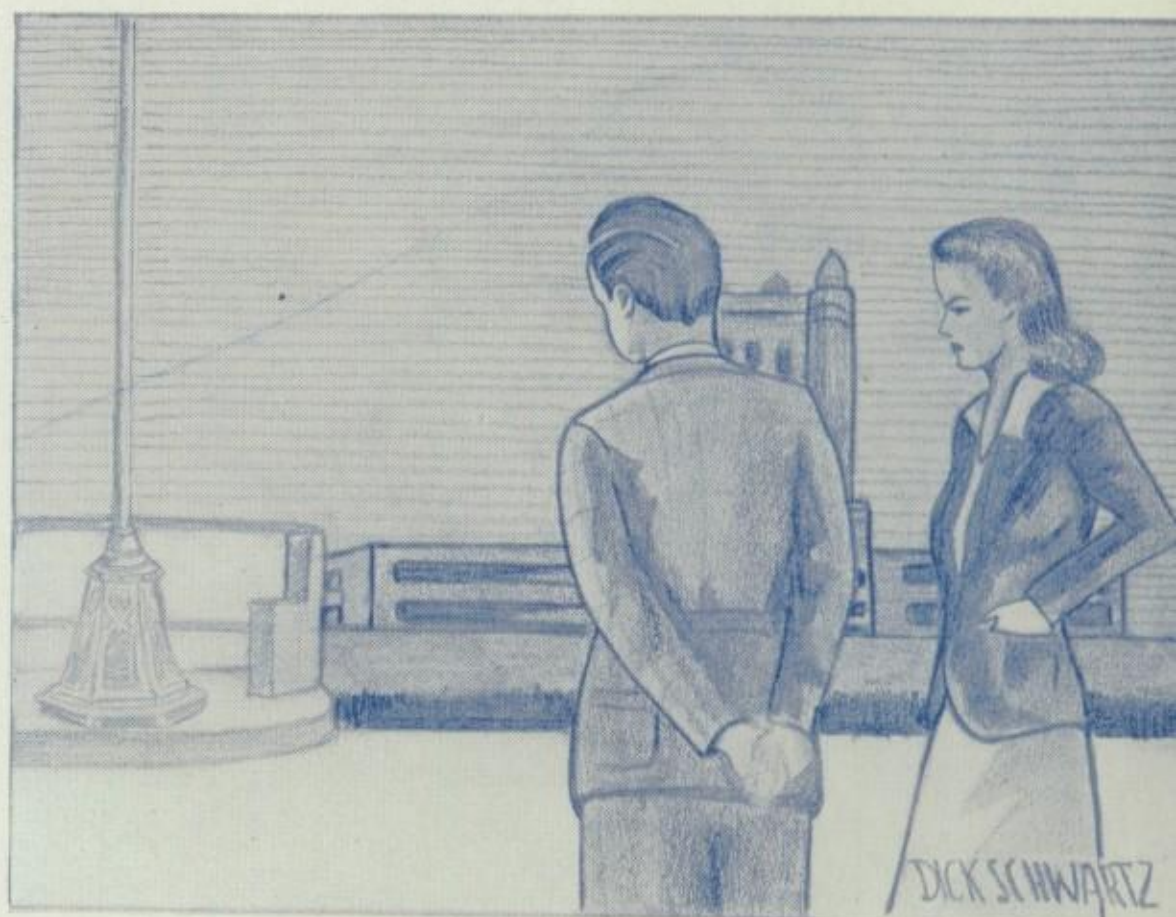
The Star and Crescent Society is an organization by which the alumni are united into a permanent group of lasting friendships and loyalty to their Alma Mater, Los Angeles High School.

No. Irene
 a girl I been
 a great pleasure to
 know. We should have
 more games at Jos. H. High
 school. Lots of luck & success
 Pal.

Sincerely,
 Jim
 H. H.

P.S. Hi "Pee Wee"

Summer '41





Class of

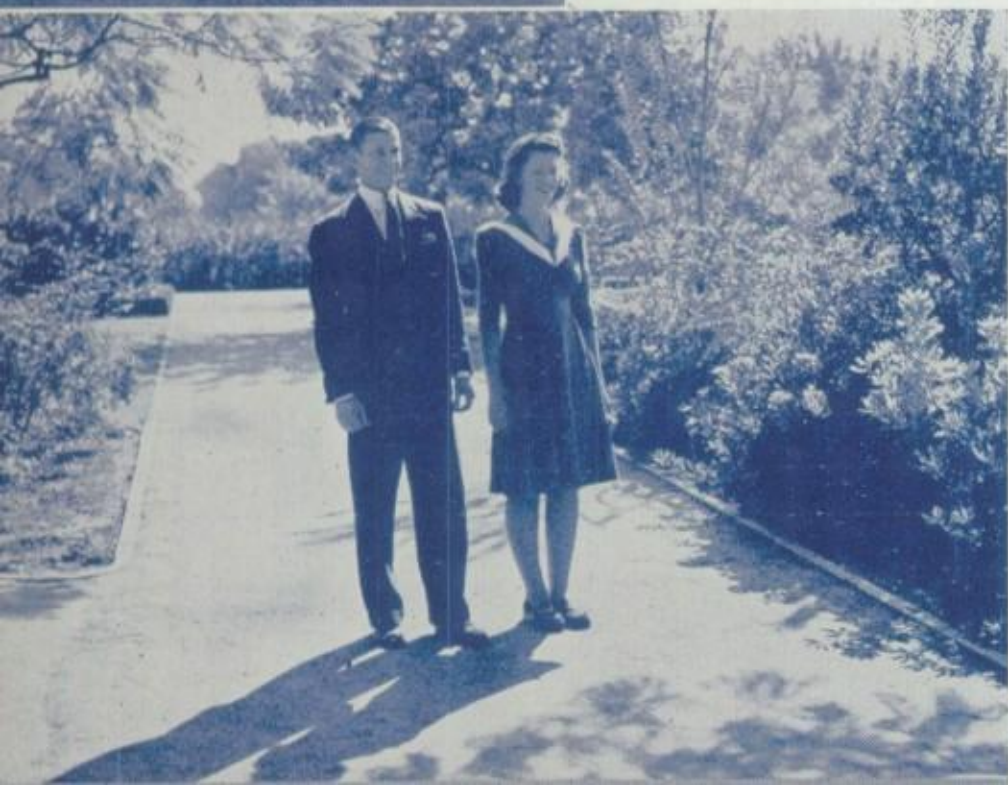
President: Bill Spragins
 Vice-president: Connie McNamee
 Secretary: Patty Patterson
 Treasurer: Bob Boltz
 Sponsors: Mrs. Neuswanger
 Mr. Reilly

Mr. A. M. Reilly



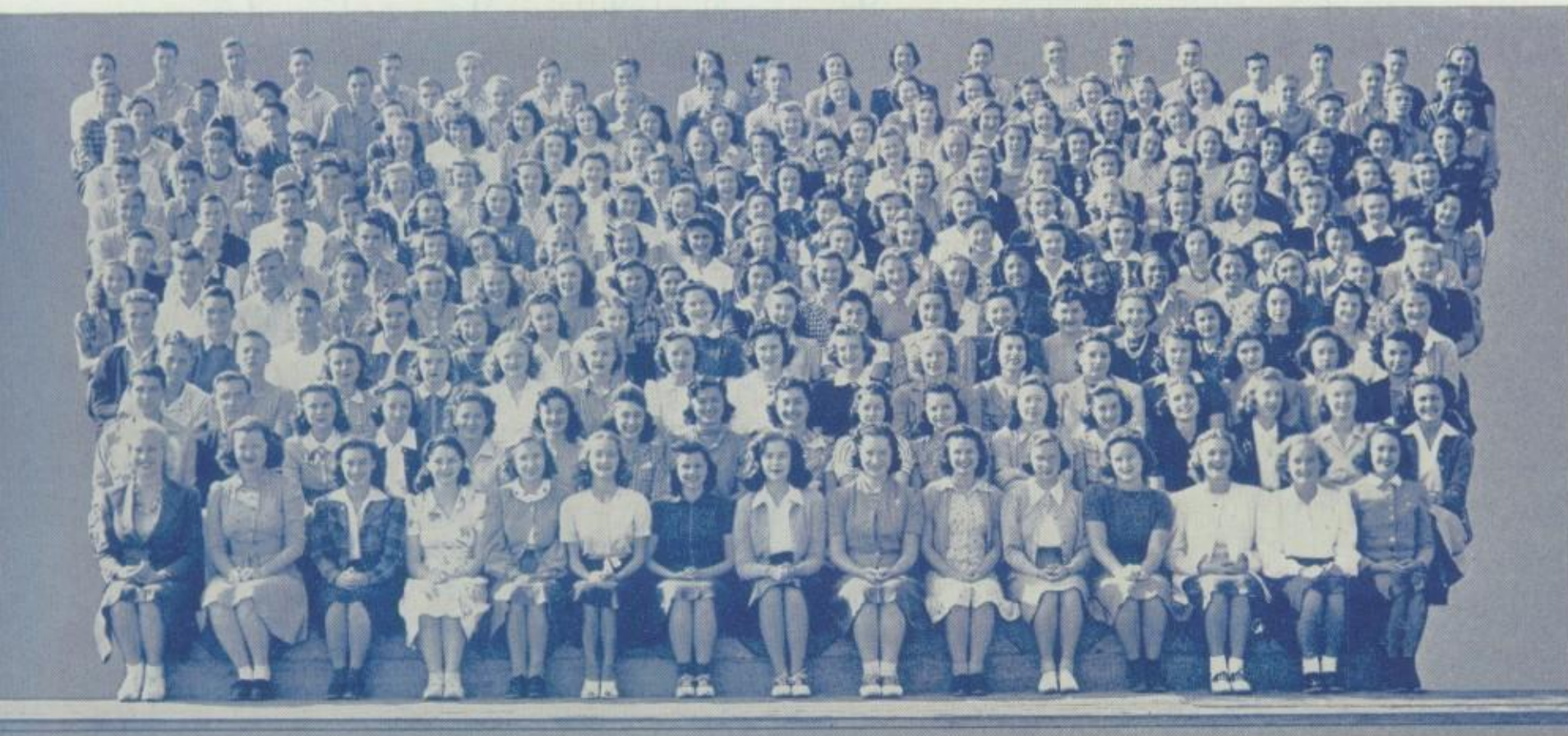
As we approach the goal toward which we have looked for eleven and a half years, the honor of being Senior A's, we begin to realize somewhat the responsibility which attends such distinction. We have enjoyed our B12 estate, the spirit of loyalty in our class organization, the Star and Crescent dance, the competition with the Senior A's. We are proud of our beautiful class pins and colors, royal blue and silver.

All of our lives, we have considered ourselves as a part of our schools only, not visualizing our place in the larger scheme of things, the community. But as we sight the end of high school days and glimpse the broadening of our path beyond, we see that we are also an indispensable part of the community. We see the close tie between the school and the community which makes this possible. And as we are willing and eager to assume the greater responsibility-



Bill Spragins

Patty Patterson



Summer 1941



ty of becoming Senior A's, so may we gladly undertake the task before us of becoming worthwhile citizens of the community in whatever field our work may lie.

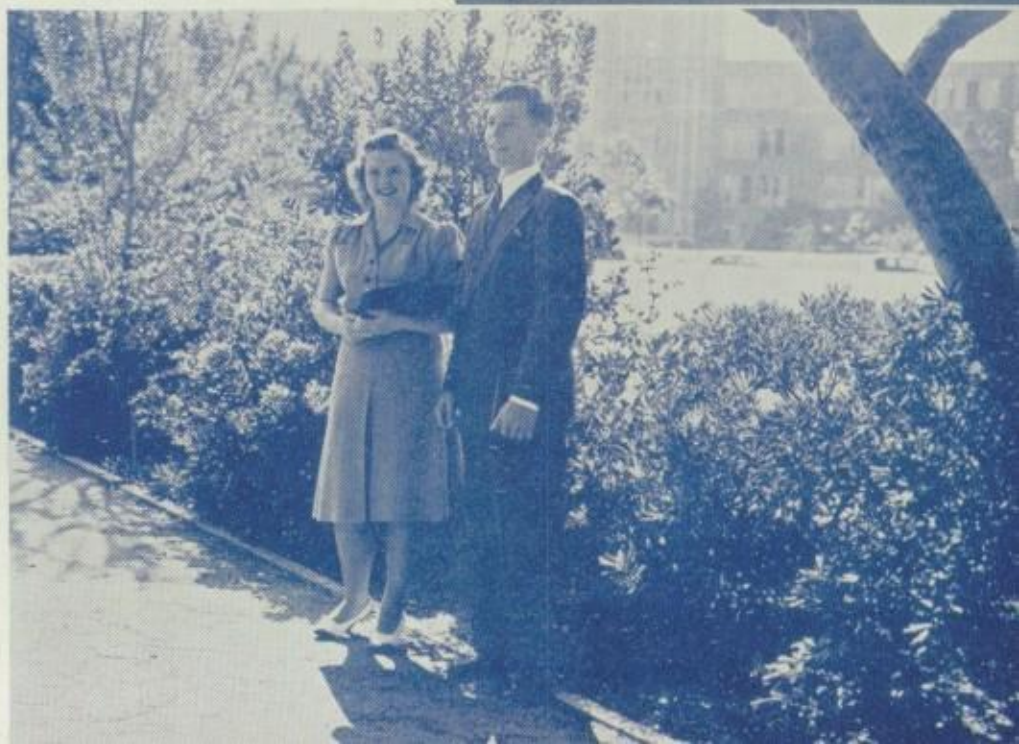
Each successive class which leaves the security of Los Angeles High seems to step into a world more filled with chaos. We who will be graduated in Summer '41 are no exceptions. But whatever the world condition may be at that time, and whatever obstacles we may meet, let us strive to do our best to work and to cooperate with others as we have learned to do here at L. A.; and thus may we carry over into our community, the splendid spirit of success and happiness which pervades our school.

Our sincere thanks to Mrs. Neuswanger and Mr. Reilly, our sponsors, whose understanding guidance and ready friendship have contributed so much to our full enjoyment of our B12 term.

Mrs. Lucille Neuswanger



*Connie McNamee
Bob Boltz*





Class of Winter 1942 All

Top picture left to right: Sharon Moody, Jean Champion, Dorothy Faries.

Standing: Brad Clark, Norman Galentine.

Bottom picture, left to right: Lorraine Loge, Helen Ramsay, Ruth Peyton, Peggy Levesque.

We're on our way to Senior joys—

Offices, proms, and corduroys.

At last, we feel that We are Rome;

Those mystic halls now seem like
home.



Picture below, left to right, standing: Chandler Nusbbaum, William Campbell.

Seated: Morris Daly, Bernard Rogers.





Class of Summer 1942

B11

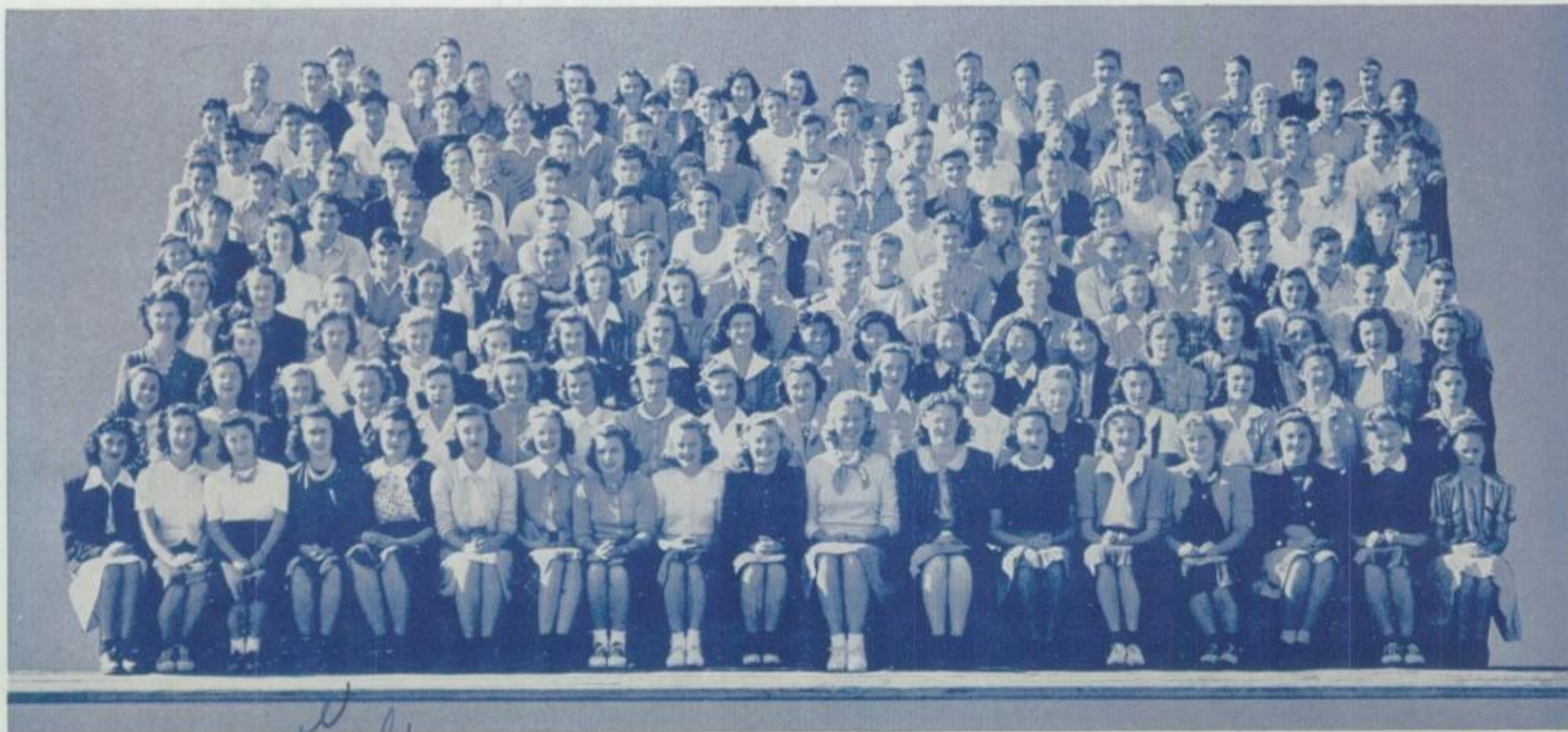
We and our books had little rest
 Until we passed our Entrance Test,
 But now we're half through school,
 and so
 It's more of fun and less of woe.

Top picture, left to right: Dennis McCarthy, Joan Dickinson, Tom Orcutt.

Bottom picture, left to right: Bob Swezy, Tom Oughton, Edith Walter, Richard Creighton.

Picture below, left to right: Eunice Ericson, Pat Dewey, Jean Clinton.





*Irene,
lots of love
to a really swell
girl who I'd like
to know much better.
Love, Evelyn Main*

Class of Winter 1943 A10

Top picture, left to right: Marilyn Miller, Nancy Gibson, Patty Partee, Erma Johnson.

Bottom picture, left to right: Gay Ruppert, Russell Page, Janet Shaw, Joy Ruppert, Dean Witt.



This term, the halls and red-brick
tower

Hold over us but friendship's power;
We're proud of all that stands for
Rome,

From football team to stately dome.

Picture below, left to right: David Reilly, Oliver Garver, James Strahan.





Class of Summer 1943

B10

The towers of Rome stretched
wondrous tall
Before us, as we came last fall.
We roamed about as in a daze,
Through halls that seemed a puzzling maze.

Top picture, left to right: Fred Hodge, John Richartz, Connie Ferguson.

Bottom picture, left to right: Paul Bissiri, Marvin Silver, Bob Curtis, Bob Sensibaugh.

Picture below, left to right: Gloria Bustamonte, Patches Quaintance, Gloria Cowan.



Dear, darling Irene:

You old thing - I'm going to miss you so much next term. I better not go on thinking about it or I'll get all sad. Can you picture Comlossy sad? No, I thought not, and I can't picture my darling little Irene without those sparkly eyes and smile. You are one of the most super girls the Board's ever had and I love you, you old bag. I just feel that if ever anyone wished for a true friend, they'd wish for you. Too bad we didn't get acquainted sooner because we think alike - I mean sorta. You are so much fun.

Love,

Janny Wanny

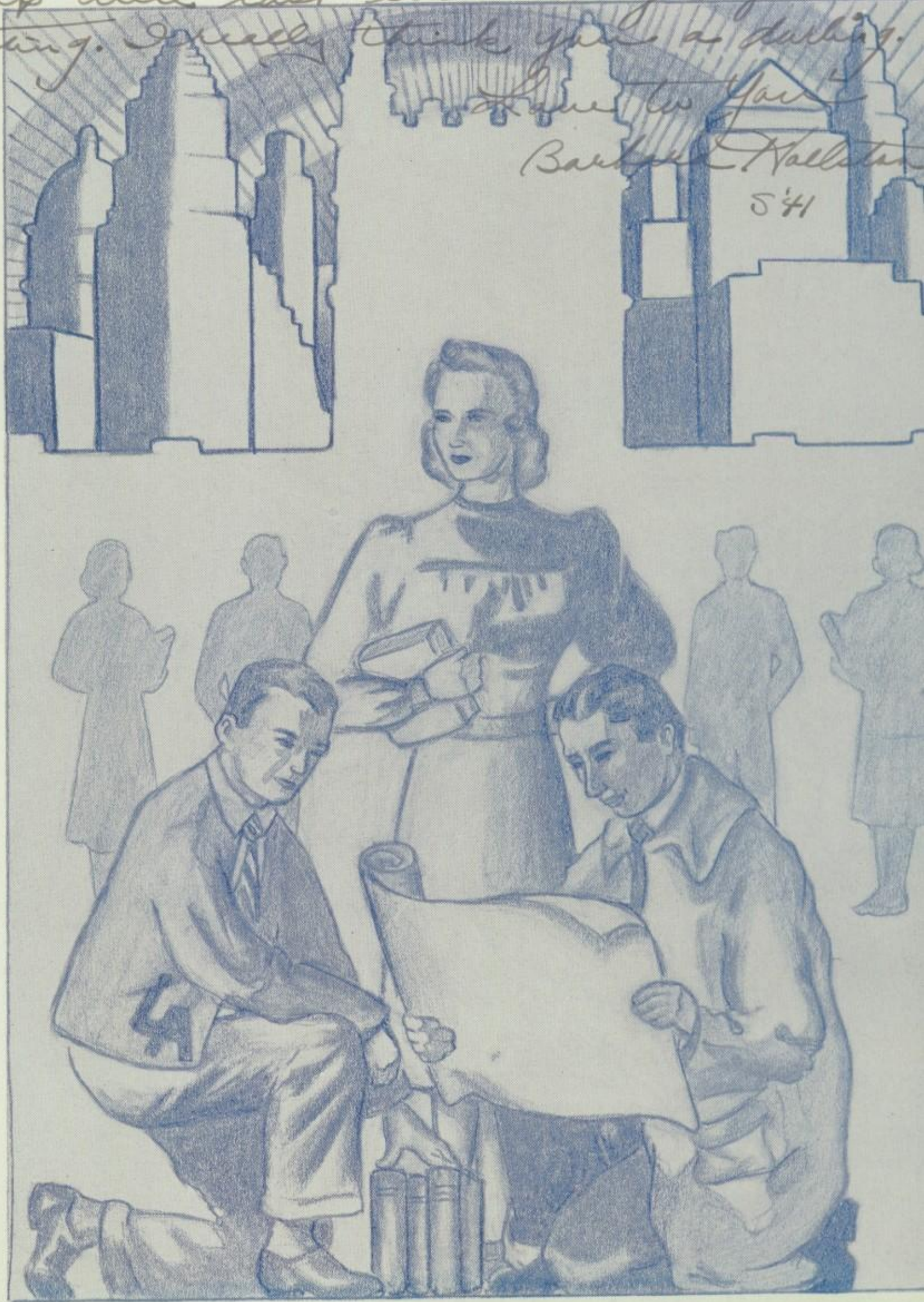
ORGANIZATIONS

Irene — o

My honey, you've sure been swell.
It's been so much fun being in Sebian
and on Board together. I only hope our
friendship will last even though you
are graduating. I really think you a darling.

Love to you
Barbara Hallsten

5/41



Page
Dawn Irene -
see! Kid! I probably won't see
much of you but I hope you
have every possible happiness
in life; (since continued) continued
I love you lots dear and please
remember all our happy days & at
L. A. Hi.

Love

Burdman Peck

P.S. Always remember when we are away from
the house when we were preedgers

Dear Dennis—

It's been grand knowing you
and being in Devin and on Board
together— You're so much fun
and we've had some marvelous
times together— There isn't room
to recall all of them now but think
about them sometimes and
remember—

Love always
PAT

(Maybe we'll see each other at
the annual Club Dinner but
anyway write me at college—
please!)

Publications



Luck & Success always! You're a girl & one of the best friends I hope to have after graduation at S. A. S. I'll see you all my love, Marian Reich w'41.
 P.S. See you with the "Maj 5" club. (get it!).

Blue and White



MARIAN REICH, editor-in-chief



CHARLES NUTT, business manager

The Blue and White Semi-Annual Staff for Winter '41 has worked diligently this term to achieve the high standards set by the former editions of this book which have been so highly honored. Following in the path of the Summer '39 Semi-Annual, the Summer '40 book was also awarded the gold medal of the Columbia University Scholastic Press Association.

The very efficient staff, under the indispensable guidance of Miss Grace Lavayea and Miss Inez Hodge, has felt great pride in watching the first few vague inspirations being molded into a completed publication. Although the book is largely devoted to the activities of Senior A's, each organization and sport in the Student Body is represented. Every student has an opportunity to take part in the creation of this book through competitive contests. The finest literary and art work in our school have been embodied here as a final tribute of the graduating class to the beautiful and appropriate theme, School and Community: Strength in Unity.

Top row, left to right: Baylis, Ballantyne, Ferguson, B., Ferguson, R., Levy.
 Bottom row: Boone, Bowitz, Corthell, Freeman, Gerrans, Juster, Littrell.



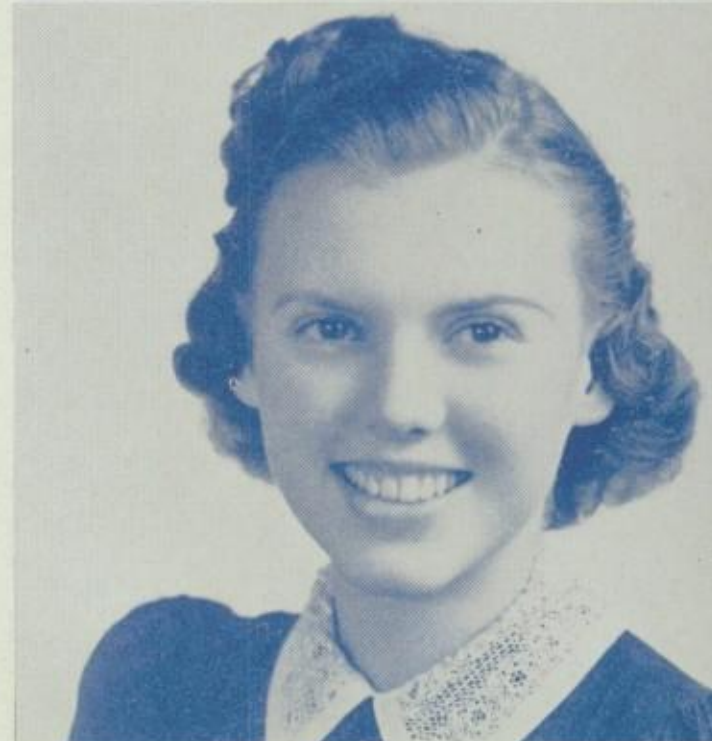
Semi-Annual

JUNE MURAKAMI, assistant editor



Editor-in-chief, Marian Reich; business manager, Charles Nutt; assistant editors, Hellen Hailey, June Murakami; literary editors, Babette Ferguson, Muriel Levy; assistant literary editor, Mary Ann Nelson; individual photographic manager, Katherine Lowenstein; assistant individual photographic manager, Mary Jane Littrell; senior A editor, Robert Ferguson; circulation manager, Louis Mattes; mechanical manager, Allen Miron; art editor, Pat Baylis; assistant art editor, Richard Schwartz; military editor, Romney Ballantyne; organization editor, Naomi Sattler; assistant organization editor, Norman Juster; group photographic manager, Bill Swain; assistant photographic manager, Richard Watson; typists, Florence Gerrans, Ora Sherman, Dorothy Corthell; home-room assistants, Clarinda Boone, Harlan Bowitz, Kathleen Freeman, Mary Littrell, Peggy Otis, Jim Park, Larry Ratner, Ben Rosenmayer, Bob Rubel; sport reporters, Curtis Crumly, Ramsey Elliott, John Fulton, Bill Harwood, Phil Prince, Edward Rosenstiel, Alfonso Schnabl, and Paul Shettler.

HELLEN HAILEY, assistant editor



*Top row, left to right: Lowenstein, Mattes, Miron, Sattler, Swain.
Bottom row: Nelson, Otis, Park, Ratner, Rosenmayer, Rubel, Sherman, Watson.*



El Romano



Editor: Muriel Hurup
Assistant editor: Richard Foorman
Secretary: Alita Lauterer
Business manager: Myles Gahan
Assistant business manager: Sally Swearingen
Staff members: Annlee Anderson
Millicent Rose Tag-von Stein
Ruth Wolfskill
Jose Quintero
Sponsor: Miss Emma Swezey

Strength in unity! That is the one solution to the difficulties confronting the Americas today. But unity between two races who do not even speak the same language is not to be achieved by the mere signing of a document. It must grow slowly and steadily through real interest and friendship between the common people, who, after all, make up the bulk of a nation. This year more than ever, we North Americans have come to realize that our neighbors to the South are a part of us; and we, of them. All of us face the danger of foreign encroachment. It is only by uniting that we can hope to withstand the pressure of the chaotic foreign wars raging on either side of us.

By presenting the Spanish language and customs in an informal, yet instructive manner, the publication *El Romano* hopes to strengthen the bonds of friendship and understanding between our youth and the peoples to the South. Our students write, edit, and publish *El Romano*, which appears bi-monthly. The Spanish influence on the history of our state, the life, and problems of Spanish speaking countries as well as current happenings pertaining to inter-American unity, are presented in interesting stories and articles.

By appealing intimately in this way to the nine hundred and fifty-odd Spanish students of our school, we contribute our small bit to the great cause of American unity and defense.

*Top row, left to right: Gahan, Tag-von Stein, Lauterer.
Sitting: Anderson, Swearingen, Hurup, Foorman, Wolfskill.*



Nuntius



Editor-in-chief: Sylvia White
Assistant editors: Ernest Grunwald
Eleanor Lakso
Betty Logue
Ruth Peyton
Hannah Rosing
Robert Williams
Katherine Shaner
Greek editors: Bud Mittenthal
Donald Prell
Business manager: David Stoller
Faculty advisor: Miss Lucille Peyton

The Nuntius has striven in its twenty years of publication, to present the history of the ancient Roman world and of those great men who made the era outstanding in the world's annals. Thus, the Latin paper is able to contribute to the understanding of the present times through the examples of Ancient Rome in her strength.

Strength in unity, whether between school and community, or governments and the governed, has long been a recognized prerequisite for power and efficiency. One is able to see the value of unity in the contrast between the Greek and Roman governments. Greek culture might have endured had not the individual states been in constant battle among themselves. The Athenian and Spartan war presents an outstanding example of this internal strife. The Romans, however, were held together by a strong central government. They followed the dictates of one ruling body intelligently. Usually the individual citizen maintained great civic pride in a rapidly moving political life. Since Rome constituted the hub of the Empire, those living in the great metropolis held common interests; and institutions worked in cooperation with one another rather than in opposition. In like manner, the school and community surrounding it meet the same problems and, by careful planning, may combine forces instead of working in opposite directions.

The Nuntius, since its circulation outside of school is wide, is able to form a connecting link between our Latin department and other departments in outside schools.

*Standing, left to right: Stoller, Shaner, Rosing, Williams, Prell, Mittenthal, Showers.
Seated: Grunwald, Logue, White, Peyton, Lakso.*



Blue and White Daily



Editor-in-chief: Sherman Rifkin
 News editor: Leon Lindenbaum
 Feature editor: Paul L. Minchin
 Sports editor: William Carter
 Assistant sports editor: Marvin Gross
 Girls' sports editor: Marjorie Reed
 Club editor: Emmy Lou Jones
 Publicity: Monty Guterman
 Morgue: Martin Frieze
 Art editor: Harlan Bowitz
 Business manager: Harold Maddren
 Assistant business manager: Dick Darley
 Mailing manager: Leonard Friedman
 Advertising manager: Gloria Newman
 Circulation manager: Naohiko Sekino
 Subscription manager: George Peterson
 Sponsors: Mr. Charles Jennings
 Mr. Royal B. Field

Bringing to the students of the Los Angeles High School news, while it is news, has been the object of the Blue and White Daily for more than twenty-seven years. Known the country over not only because it is one of the few high school dailies but also because it has distinguished typography and make-up, this paper has an enviable reputation for accurate news reports. It is dedicated to the ideals of student interest and is proud of the fact that it is strictly student-managed.

Covering student activities, club news, and sports, and then presenting them to the students in a colorful and entertaining manner is the task of the journalism students. That they do their task well is attested by the large number of subscriptions, which is the chief source of the paper's income. Mr. Charles B. Jennings and Mr. Royal B. Field are responsible for the fine foundation and training the students, editing the paper, have received.

*Top row, left to right: Rifkin, Lindenbaum, Minchin, Newman.
 Second row: Carter, Gross, Reed, Jones, Guterman.
 Bottom row: Frieze, Bowitz, Maddren, Friedman, Sekino.*



Best ever to a girl
I like very much
Hope to see you
again some time
I got a "C" in Chem.
Best of Luck
Harold Madden
5141

Clubs



Big L. A. Society



President: Joe Wolf

Vice-president: Bill Badham

Secretary-treasurer: Alan Hoisch

Sponsor: Mr. Herbert White



*Attarian
Badham*



*Carter
Clinton*



*Eichstaedt
Elliott*



*Errett
Forman*

The Big L. A. Society, in its many years of active duty at Los Angeles High, has attained the honor of being one of the school's most powerful and resourceful clubs. This organization strives to stimulate within the boys of the school a feeling of good sportsmanship and a real competitive spirit.

Among the varied activities of this club are the Big L. A. dance which is held annually, and the Big L. A. Faculty baseball, and basketball games. This organization offers its service to the school by acting as a guide in the distribution and care of the letter awards and as guards and officials during athletic events. The boys constituting this club are varsity lettermen in major sports which include football, baseball, basketball, and track. The fellows who have attained outstanding achievement in minor sports are voted into the club; those who have received their major letter awards are automatically taken into the club.

Members of the Big L. A. are: football: George Eichstaedt, Bob Errett, Jack Forman, Alan Hoisch, Mike Marienthal, Joe Wolf; baseball: Bill Badham, Hugh Elliott, Clark Handley, James Attarian, Hideo Tochioka, Fausto Topete; track: Joe Berry, John Fulton, Baker Lee, Louis Shore, Morris Turner; basketball: Bill Spragins; swimming: Ed Clinton; golf: Paul Carter.

*Fulton
Shore*

*Handley
Spragins*

*Hoisch
Tochioka*

*Lee
Topete*

*Marienthal
Wolf*



Brush and Quill



President: Betty Huse
 Vice-president: Jane Thomas
 Secretary: Katherine Kennicott
 Treasurer: Marilyn Murray
 Sponsor: Miss Aimee Bourdieu

*Dear June
 Its really been
 super knowing
 you. Thanks, see
 you at Santa Barbara
 later
 Linne*

The purpose of the Brush and Quill Society is to encourage the development of creative talent in art and literature, and to promote the growth of lasting friendships. This organization is of service to the community by producing creative work that stimulates an appreciation of art and of literature which ultimately raises the standard in that community.

The ideals of this organization, as set forth by the charter members, will forever be instilled in each girl as encouragement. The pledge, "Great fires are lit by tiny sparks" ignites the flame of inspiration.

The members are: Jackie Lee Archibald, Mardie Bennison, Barbara Berrian, Gerry Boyd, Kathleen Clarken, Janet Comlossy, Marie Condee, Elaine Demond, Helen Dixon, Lorraine Dugan, Keila Entriken, Marjorie Evans, Dolores Fish, Sylvia Ford, Phyllis Frasher, Loralee Haley, Gloria Hindin, Barbara Huse, Betty Huse, Marjorie Hyde, Sally Jeffers, Betty Jeffrey, Jackie Jones, Myrtle Kemerer, Katherine Kennicott, Dorothy Koster, Connie Kurtzworth, Gale Long, Nedra McClees, Joanna McCoy, Ruthe McHaffie, Roma Merryman, Marilyn Mintie, Mindy Moslander, Marilyn Murray, Jacqueline Naujoks, Alice Papst, Ada Passaro, Nancy Lou Pederson, Audrey Probst, Janet Seaver, Bette Shelly, Barbara Starkey, Marcine Silberstein, Betty Ann Smith, Jane Thomas, Marjorie Thorson, Sally Unmack, Dorothy Walker, Barbara Weir, Jane Wilson, Jan Wishon.

Archibald

Berrian
 Boyd
 Clarken

Comlossy
 Condee
 Dixon

Dugan
 Entriken
 Evans

Fish
 Ford
 Frasher

Hindin
 Huse, B.
 Huse, B.

Hyde
 Jeffers
 Jeffrey



Jones
 Mintie
 Silberstein

Kemerer
 Moslander
 Smith

Kennicott
 Murray
 Starkey

Koster
 Naujoks
 Thomas

Kurtzworth
 Papst
 Thorson

Long
 Passaro
 Unmack

McClees
 Pederson
 Walker

McCoy
 Probst
 Weir

McHaffie
 Seaver
 Wilson

Merryman
 Shelly
 Wishon



Boys' Gym Board



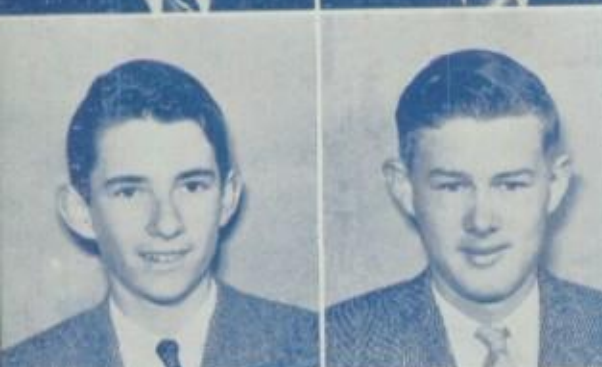
President: Joe Fish
 Vice-president: Lawrence Burgeson
 Secretary: Morris Daly
 Sponsor: Mr. Herbert White



Borisoff
Burgeson



Donley
Fish



Gaines
John



Lesnett
Luchsinger

The Boys' Gym Board was organized for the purpose of aiding the gym teachers in carrying on the routine Physical Education department business; and since its inception, it has set a high standard of efficiency. Not only must these Board members do their work smoothly to the best of their ability; but they should also set an example of courtesy, responsibility, co-operation, and good sportsmanship for the students with whom they come in contact. The duties of the members of the Boys' Gym Board are to work in the locker and basket rooms, and the office, and to do clerical work at the first of the term. These boys are chosen by Mr. White for their honesty, regularity in attendance, and ability in previous gym work.

The members are: Robert Bailey, Boris Borisoff, Lawrence Burgeson, Morris Daly, Dick Donley, Joe Fish, Richard Gaines, Richard John, Bob Lesnett, Ralph Luchsinger, Douglas Martin, Joe Mendelson, Robert Methgen, Cortland Nielson, William Obbagy, Floyd Preston, Bernard Rogers, Joe Scroggs, Edward Shiosaka, Paul Smith, Walter Sumi, Stratton Young.

Martin
Scroggs

Mendelson
Shiosaka

Methgen
Smith

Preston
Sumi

Rogers
Young



Commercial



President: Dorothy Weiss
 Vice-president: Annette Rothschild
 Secretary: Ruth Slayton
 Treasurer: Lois Debs
 Sponsor: Mrs. J. M. Welsh

The purpose of this club is to give to commercial students a more thorough knowledge of the activities of the business world and to help prepare them for their work in later life. The activities of the Commercial Club consist of programs arranged by the members, and lectures by speakers important and successful in the business world. Field trips through local business houses help to acquaint the members with the actual working conditions they will meet after graduation.

The Commercial Club endeavors to teach cooperation by having its members work together as they will have to do in the world of commerce, and tries to give them a true business foundation upon which to build their future. This club will also establish a commercial paper, this year, for the first time.

The members are: Myra Bern, Clara Bird, Mary Chisum, Virginia Clarke, Pauline Cohen, Janet Cordes, Kay Corrigan, Lois Debs, Jane Dixon, Jo Miller Dorsey, Leatrice Edelson, Phylliss Fox, Virginia George, Eraine Johns, Marjorie Keller, Anita Knee, Meiko Kurakusu, Shirley Ann Kurtz, Florence Lande, Winifred Mears, Bernardine Mower, Shirley Mae Quast, Annette Rothschild, Ruth Slayton, Selma Straus, Gloria Temple, Masumi Tsunawaki, Dorothy Weiss, Bette White, Juanita Wright, Helen Wolonik.

Bird



*Chisum
Cohen*



*Cordes
Dixon*



*Edelson
George*



*Keller
Rock*

*Knee
Temple*

*Kurakusu
Tsunawaki*

*Lande
Weiss*

*Mears
Wright*



Floralia



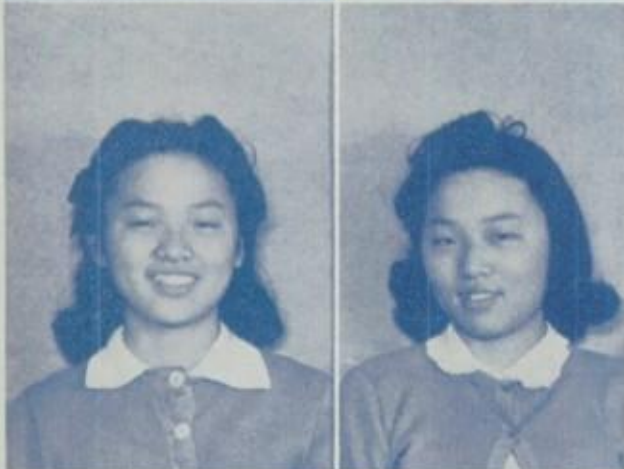
Allen
Barmack



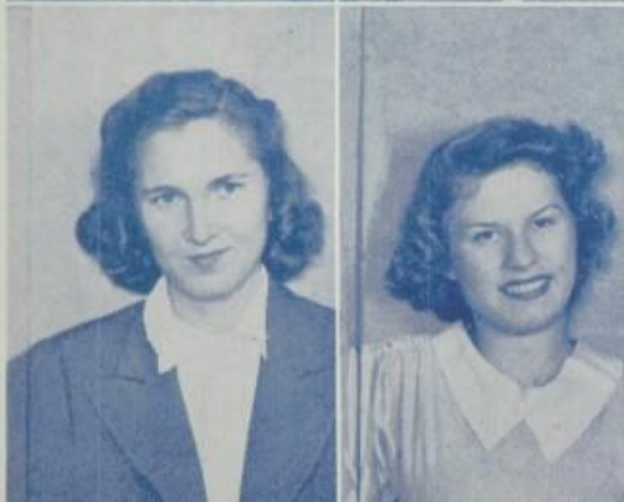
Farnsworth
Fragual



Jones
Kayama



Sato, F.
Sato, Y.



Williams
Zehrbaugh

President: Lorraine Allen
Secretary: Delalah Fragual
Treasurer: Adele Zehrbaugh
Historian: Helen Williams
Sponsor: Miss Eveline Kennedy

Floralia was introduced in Los Angeles High School on Arbor Day, March 7, 1938. Arbor Day is a yearly tree planting day adopted by the United States. The founder of this club was Willitta Thompson of the class of Summer 1939.

Any girl is eligible for membership if she shows interest in flower arrangements and has the proper grades. By earning the required number of points in making arrangements, a member is entitled to the club pin. The love of flowers and of beauty is the guiding interest of all the members of Floralia.

The purpose of this club is to study the art of floral arrangements. To do this well necessitates an understanding of the artistic principles which govern line, mass, balance, weight, color, environment, and suitability to the occasion. This club has gradually acquired a fine collection of flower containers of various sizes, shapes, colors, and materials. A number of containers have also been contributed by the pottery classes.

The year's activity began with a welcoming party; we expect to have guest speakers later, and a tea will close the semester. Floralia has taken part in school activities by decorating for special occasions, making arrangements for the teachers' room, and in the case in the hall.

Members are: Lorraine Allen, Pauline Barmack, Shirley Farnsworth, Delalah Fragual, Allen Lee Jones, Yuriko Kayama, Yukiko Sato, Fukuko Sato, Lynn Thode, Helen Williams, Adele Zehrbaugh.

Forum



President: Betty Drake
 Vice-president: Bernard Rogers
 Secretary: Naomi Karz
 Treasurer: Carl Shultz
 Sergeant-at-arms: Eugene Beck
 Sponsor: Mr. Joseph R. Walker

The Forum Society endeavors to train its members in the art of public speaking. It attempts to develop leadership through participation in club activities. The Forum Club was one of the first clubs formed at Los Angeles High School. Many of this club's members have won fame as outstanding debaters and orators.

Open discussions for members on timely topics are an important part of Forum's work in helping its members to understand many of the important problems of community life. A working knowledge of government in action, obtained through participation in such programs, will make these boys and girls better citizens and worthwhile members of the communities in which they live.

Forum sponsors several oratorical contests as well as having various members participate as contestants. Program planning, parliamentary drill, committee work, and the pleasing association of friendly people make the club a very worthwhile factor in social adjustment.

The Forum Club's members are: Eugene Beck, Joyce Blair, Shirley Christensen, Dave Clark, Parry Cottam, David Danskin, Carson Davidson, Betty Drake, Richard Foorman, Winifred Hunt, Naomi Karz, Leon Lindenbaum, Harold Rice, Bernard Rogers, Nina Rowlett, Florence Rubinier, Elenor Schwartz, Jacqueline Scott, Carl Shultz, Sally Swearingen, Barbara Voss, Jim Weinberg, Betty Wininger.

Beck, E.

*Beck, R.
Davidson*

*Blair
Drake
Rowlett*

*Boltz
Hall
Rubinier*

*Clark
Ha'tzman
Shultz*

*Cottam
Karz
Swearingen*

*Danskin
Rice
Voss*

*Rogers
Weinberg*

Yoshinago



Officers' Club



President: Lieutenant Colonel Romney Ballantyne
 Vice-president: 1st Sgt. Don Mayer
 Secretary: 1st Lieut. John Cole
 Treasurer: 2nd Lieut. Robert Oram
 Librarian: 2nd Lieut. Grant Hoage
 Sponsor: First Lieutenant Robert M. McHargue,
 Infantry Reserve



Arthurs
 Ballantyne
 Campbell

Cole
 Covell
 Cowan

Creighton
 Day
 Doty

Dover
 Fish
 Friedman

Gahan
 Goedike
 Gold

Goodenow
 Green
 Grimes

Guthrie
 Hampson
 H. Harris

W. Harris
 Herlihy
 Hoage

The purpose of the Officers' Club is to bring the officers and non-commissioned officers into closer relation with each other; thus a better understanding is created between them. It endeavors to develop leadership and initiative and to secure a well organized and successful battalion. Highlights of the semester are the Military Ball and Officers' Club banquet.

The Officers' Club was organized in September, 1925. It offers membership to all commissioned officers and those non-commissioned who have served as a non-commissioned officer for one term, previous to entering this club.

Membership includes: Lt. Col. Romney Ballantyne; Major James Hutter; Captains Robert Arthurs, Robert Johnson, Thomas Johnston, Norman Tyre, Albert Weber; 1st Lieuts. John Cole, David Covell, Donald Ladd, Homer Lind, George Polinger; 2nd Lieuts. Thomas Grimes, James Hampson, Harold Harris, Grant Hoage, Terry Irvine, Chandler Nusbaum, Robert Oram; Master Sgt. Harry Keiper; Staff Sgts. Robert Cowan, Winthrop Fish, Alan Gold; 1st Sgts. Edmund Dover, Sylvester Goodenow, Jackson Hughes, Don Mayer; Sgts. William Campbell, Richard Creighton, Herbert Doty, Leonard Friedman, Myles Gahan, Shirley Goedike, Robert Green, Wayne Guthrie, William Harris, Richard Herlihy, James Hrabetin, James Kennedy, Robert Lindsay, Wilferd Peak, William Riemer, Richard Robinson, Richard Slyfield, Roger Stewart, William Swain, Robert Swan, William Watts, James Weinberg, Edward Winetroub; Cpls. Irving Day, Robert Pontius, Barnett Smith, Richard Watson.

Hrabetin Lindsay Smith	Hughes Mayer Stewart	Hutter Nusbaum Swain	Irvine Oram Swan	Johnson Peak Tyre	Johnston Polinger Watson	Keiper Pontius Watts	Kennedy Riemer Weber	Ladd Robinson Weinberg	Lind Slyfield Winetroub
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Palladian



President: Dorothy Leishman
 Vice-president: Mary Jane Hendricks
 Secretary: Jeanne Sook
 Treasurer: Blossom Parke
 Sponsor: Miss Martha Krogmann

The purpose of the Palladian Creative Arts Club is to give its members the opportunity to express and to develop their own particular talents in the fields of music, art, dancing, drama, and literature. This club strives to promote friendliness and good-will among the girls, and to give them a chance to serve both Palladian and their school. Under the leadership of their able sponsor, Miss Martha Krogmann and their elected officers, the girls learn to cooperate and to accept certain responsibilities; thus they acquire preparation for similar services to their community in later life.

The activities of this club include the affiliation banquet, the mothers' tea, and the senior spread. The themes, programs, and decorations, all, are planned by the girls who serve in groups according to their talents.

Since its founding by ten girls, Palladian has grown until it now holds a high place among the organizations of the school.

The members are: Lorraine Aderhold, Pat Baylis, Mary Louise Bergstrom, Beverly Brown, Jane Brun, Betty Carlson, Barbara Cass, Betty Ann Chelson, June Clark, Pat Coles, Georgia Corrigan, Gloria Cowan, Pat Crabtree, Carolyn Crockett, Nancy Dixon, Natalie Doane, Carol Dorsey, Mary Doyle, Barbara Duque, Ginger Gastlin, Pat Glen, Donna Gordon, Helen Hailey, Virginia Hallfield, Barbara Hallstone, Norma Harris, Shirley Harris, Mary Harris-Warren, Mary Jane Hendricks, Margaret Johnson, Marianne Johnson, Lynn Kleinsorg, Dorothy Leishman, Evelyn Main, Eileen McGann, Peggy McGinnis, Connie McNamee, Katherine Metro, Dorothy Neal, Peggy Neily, Carolyn Newberry, Marion Nichols, Helen Nicklin, Blossom Parke, Patty Patterson, Pat Petty, Marilyn Quaintance, Gerry Reich, Gay Ruppert, Joy Ruppert, Mary Shaftner, Dorothy Sheldon, Beverly Sinclair, Jeanne Sook, Pat Splane, Ruth Stevens, Betty Stewart, Helen Taylor, Benadine Thomas, Virginia Walker, Barbara Wallace, Edith Walter, Jeanne Wright.

Aderhold
 Baylis
 Bergstrom

Brown
 Brun
 Cass

Chelson
 Clark
 Coles

Corrigan
 Cowan
 Crabtree

Crockett
 Doane
 Dorsey

Doyle
 Duque
 Gastlin

Glen
 Gordon
 Hailey

Hallfield
 Hallstone
 Harris, N

Harris, S.
 Harris-Warren
 Hendricks
 Johnson, M.



Good luck to a really sweet girl I've really enjoyed knowing Gerry Reich

Johnson, M. Kleinsorg Leishman Main McGann McGinnis McNamee Metro Neily Newberry
 Nichols Nicklin Sinclair Parke Patterson Petty Quaintance Reich Ruppert, G. Ruppert, J. Shaftner
 Sheldon Sinclair Sook Stewart Stevens Taylor Walker Wallace Walter Wright



Pananthropian



Bennett

*Birkett
Bernard*

*Dean
Fish*

*Heyman
Hurup*

*Kronkrite
Lakso*

President: Muriel Hurup
Vice-president: Joe Fish
Secretary: Margaret Moudary
Treasurer: Brooks Bernard
Historian: Barbara Bennett

Sponsor: Mrs. G. McDermott

The theme of Pananthropian is "See America and know the world."

Realizes present dangers, and strives to help by promoting friendship at home.

Encourages correspondence and exchange of materials with foreign and national neighbors.

Notices the fact that knowledge of other peoples and reasons for behavior promotes more tolerant feelings.

Good neighbors at home as well as nations make for better hemispheric solidarity.

This club helps the community by teaching the doctrine of friendship and tolerance.

Has as members: Barbara Bennett, Brooks Bernard, Beverly Birkett, Dorothy Dean, Joe Fish, Donna Hamilton, Max Heyman, Muriel Hurup, Vesta Irwin, Dick Kronkrite, Eleanor Lakso, June Linville, Mary Ellen McKay, Helen Marx, Elizabeth Moudary, Margaret Moudary, Lupe de la Pena, Donald Prell, Marjorie Reed, Kenneth Rom, Carl Shultz, Sylvia Simon, Harold Starr, Doris Strock, Sally Swearingen, Jim Weinberg, Monroe Weinberg.

*Linville
Shultz*

*McKay
Simon*

*Moudary E.
Starr*

*Moudary, M.
Strock*

*de la Pena
Swearingen*

*Prell
Weinberg, J.*

*Rom
Weinberg, M.*



Philomathian



President: Valarie Stabler
 Vice-president: Mary Ann Nelson
 Secretary: Marilyn Dunton
 Treasurer: Margaret Cooper
 Sponsor: Miss Grace W. Lavayea



*Biggs
 Blake
 Blouin*

*Brown
 Champion
 Christianson*

*Clapp
 Coffin
 Cooper*

*Davis
 Dickinson
 Dunton*

*Edwards
 Faries
 Fitzgerald*

*Gibbons
 Gibson, N.
 Gibson, B.*

*Gorham
 Hall
 Harris*

*Henry
 Howden
 Huntsberger
 Johnson*

Nineteen years ago, a small group of girls seeking to develop creative ability, formed the Philomathian Literary Society; and since that time, Philomathians have striven to be worthy of their name, which means "lovers of learning." The purpose of Philomathian is to encourage talent in creative writing, to form those bonds of beautiful friendship which are everlasting, and to develop responsibility and resourcefulness through cooperation in social events and in club activities. The members strive to acquire poise, tolerance, and all those qualities so necessary in later life, and to establish and to uphold ideals of honor and service in club and school activities.

Members are: Betty Biggs, Dorothy Blake, Nancy Blouin, Pearle Brown, Lynne Callahan, Jeanne Champion, June Christianson, Mary Jane Clapp, Rose Coffin, Margaret Cooper, Marilyn Davis, Joan Dickinson, Marilyn Dunton, Katherine Edwards, Dorothy Faries, Dorothea Fitzgerald, Dorothy Gibbons, Becky Gibson, Nancy Gibson, Marguerite Gorham, Joan Hall, Donna Harris, Marion Henry, Jean Howden, Mary Huntsberger, Erma Johnson, Mary Levensgood, Peggy Levesque, Shirley Long, Caroline McCarthy, Joan McCausland, Marilyn Miller, Marilyn Morrow, June Murakami, Mary Ann Nelson, Barbara Nichols, Peggy Otis, Florence Palmer, Jessie Parris, Patricia Partee, Joscelyn Pyne, Enid Plumridge, Katherine Poulter, Helen Ramsay, Marian Reich, Joan Ruby, Janet Shaw, Judy Smith, Valarie Stabler, Nancy Swain, Betty Lou Terry, Tessie Trine, Jo Ann Watcher, Sally Watlington, Sylvia White, Louise Widdicombe, Lucille Williams, Barbara Willis, Jean Working, Patricia Wright.

Levensgood Levesque Long McCarthy McCausland Miller Morrow Murakami Nichols Otis Palmer

Pierian



President: Louise Borde
 Vice-president: Grace Blue
 Secretary: Virginia Ford
 Treasurer: Pat Alyce Rhoden
 Sponsor: Miss Dorothy Bouck

Promoting and encouraging, as it does, the fine arts of drama, literature, art, music, and dancing, Pierian upholds the ideal of cultural achievements in the unity of arts. Pierian creates and stimulates lasting friendships while developing the talents of its members. It inspires further study and appreciation of all arts through increasing knowledge and familiarity with them. Pierian believes that this artistic stimulation and friendship are valuable in the development of progressive and democratic community life. Its members, having the ideal of the development of art, in the future will use this ideal in their community activities.

Social functions of the term include the affiliation banquet, the mothers' tea, at which time the mothers view the work of the club and become acquainted with its participants and sponsor; and lastly occurs the senior spread in honor of the members graduating from the club.

Members are: Grace Blue, Louise Borde, Muriel Brenner, Margaret Burkholder, Louise Clapp, Pat Croon, Renee Emeson, Beth Daniel, Shirley Dokken, Virginia Ford, Ruth Fuller, Bette Goldman, Madeline Hale, Willa Hansen, Shirley Hunter, Jane Hysham, June Johnson, Kathleen Kelly, Charleen Kohl, Marjorie Kohl, Ruth Landis, Pat Larsen, Audrey Lewis, Dorothy McDaniel, Geraldine McHale, Virginia Miller, Betty Myers, Mary Najarian, Yoneko Okuda, Pat Alyce Rhoden, Pat Sharar, Jeannette Sibley, Corinne Strahan, Jacqueline Towers.

Bouck



Brenner

*Burkholder
Clapp*



Croon

*Daniel
Dokken*



Emeson

*Ford
Fuller*



Goldman

*Hale
Hansen*



Blue

*Hunter
Borde*



*Hysham
McHale*

*Johnson
Miller*

*Kelly
Myers*

*Kohl, C.
Najarian*

*Kohl, M.
Okuda*

*Land's
Rhoden*

*Larsen
Sharar*

*Lewis
Sibley*

*McDaniel
Towers*



Science and Camera



President: Edward Shiosaka
 Vice-president: Bernie Sklar
 Secretary: George Cavelaris
 Treasurer: Sherwood Malsman
 Sponsors: Mr. Charles Clark
 Mr. Waldraff

The purpose of the Science Club is to awaken and to promote interest in science among the students of Los Angeles High School. The purpose of the Camera division is to stimulate interest in and knowledge of photography. It is the ideal of the Science Club to develop understanding of the whys and wherefores of scientific phenomena. The Camera Club endeavors to teach appreciation of the fine art of photography. The two clubs serve the community by informing their members of the latest advancements in the many fields of the present-day scientific world. They cultivate the interests of their members by the presentation of lectures, motion pictures, slides, demonstrations, and field trips of a scientific or photographic nature. It is permanently affiliated with the Student Science Clubs of America.

Members of Science and Camera Clubs are: Gloria Bacigalupi, James Ball, Russell Belous, Paul Bissiri, Boris Borisoff, Bob Brinton, George Cavelaris, Gloria Anne Colbert, Yvonne Cole, Calvin Cottam, Shirleen Daniels, George de Gennaro, Peter Deubel, Arthur Dunning, Don Ehrenberg, Gene Everett, May Frances Finche, Corine Gray, Thomas Grimes, Robert Griffin, Jack Hope, Aleck Housepian, Lloyd Hughes, Fertie Izlar, Paul Johnson, Norman Juster, Michael Kirk, Bob Lauterwasser, Paul Lowrey, Harrison Mahoney, Sherwood Malsman, Peter Martin, Don Mayer, Joane Popenoe, Floyd Preston, Hubert Royden, Douglas Russell, Jerry Saltman, Solon Soteras, Edward Shiosaka, Bernie Sklar, Houston Smith, Joe Smith, Barbara Stich, Jack Stoutenburg, Margaret Wright.



Ball

Belous
Bissiri

Borisoff
Brinton

Cavelaris
Cole

Cottam
Ehrenberg

Gray
Hope

Housepian
Popenoe

Izlar
Koyden

Johnson
Saltman

Juster
Shiosaka

Kirk
Sklar

Lauterwasser
Smith

Malsman
Stich

Mayer
Wright



Thalian



President: Pat Campbell
 Vice-president: Jene Loomis
 Secretary: Sarah Anjozian
 Treasurer: June Smith
 Sponsor: Mrs. Ethel F. Wardrop

Thalian, the ancient goddess of fine arts, still rules today. She is worshipped by a group of girls who are members of a club, formed to promote a deeper interest in the cultural arts. Its purpose is to develop a natural creative ability in each girl in the phase of work in which she is most interested. Thalian devotes itself to the fine arts, including music, drama, art, dancing, and literature, with the ideal of strengthening character by teaching the girls the two important mottos of any fine arts club—joy in creating the arts, and appreciation of the work of others.

Activities held during the term are the affiliation spread, the mothers' tea, and the senior banquet, as well as interesting and educational programs presented at the meetings, held regularly once every two weeks.

The members are: Dorothy Allen, Erma Anderson, Sarah Anjozian, Betty Jeanne Babe, Ruth Bell, Nathalie Bousquet, Pat Campbell, Janet Coster, Mary Frances Crosby, Eva Mae Darby, Demetra Doris, Katherine Duzenberry, Miriam Franz, Marie Frazier, Lily Fukuyama, Greta Greenfield, Rhoda Hooke, Muriel Hurup, Virginia Jepson, Lesley Leavitt, Joan Lewinson, Jene Loomis, Christl Miller, Eleanor Miller, Beverly Rohrer, Janet Scoville, June Smith, Marie Smith, June Suzuki, Mary June Walker, Mary Lou Weeks, Grace Wilton, Elizabeth Wood, Elizabeth Wright.

Allen
Anjozian



Babe
Bell



Bousquet
Campbell



Crosby
Doris



Duzenberry
Franz



Frazier
Fukuyama



Greenfield
Miller, E.

Hooke
Scoville

Hurup
Smith, J.

Jepson
Smith, M.

Suzuki

Leavitt
Walker

Lewinson
Wilton

Loomis
Wood

Miller, C.
Wright



Trico



*Borgia
Dunlap*



*Freeman
Hart*



*Pillar
Reid*



*Rubenfier
Sherwin*



*Silversmith
Stoller*



*Thode
Thomas, K.*



*Thomas, M.
Tufenkian, M.*



*Tufenkian, V.
Wollman*

President: Marion Tufenkian
Vice-president: Delorceya Pillar
Secretary: Virginia Mae Tufenkian
Treasurer: Jean Sherwin
Sponsor: Miss Pedroarena

The Trico Club was formed in 1935 in order to encourage handwork as a fascinating and worthwhile activity in leisure time. This organization promotes enjoyable and lasting friendships among its members and gives them a goal toward which to work at the same time in which it provides an enjoyable hobby. Articles made by these girls are often displayed in a showcase in the main hall. Trico engages in philanthropic work of all kinds. This term, we are serving the community by using our time and talents in knitting sweaters, scarfs, "beanies," stockings, and afghans for the British Red Cross; thus we carry out a beautiful sentiment expressed in our school motto, "Joy in Service."

The social high-light of this term is the mothers' tea, where everyone enjoys a gala day; the members exhibit to their mothers the achievements of their handiwork. This club plans to have an initiation party this term which will be an added social event.

Members are: Betty Bicheno, Rosalie Borgia, Gloria Dunlap, Kathleen Freeman, Shirley Hart, Marjorie Lahn, Delorceya Pillar, Eugenie Reid, Florence Rubenfier, Jean Sherwin, Marion Silversmith, Harriet Stoller, Lynn Thode, Katherine Thomas, Muriel Thomas, Marion Tufenkian, Virginia Mae Tufenkian, Joyce Wollman.

Jan. 31 - 1941.

Dearest Irene

Well - we have come to the parting of our ways (not really! I hope - because I honestly mean it when I say you are one of the sweetest & superest girls I have ever known.)

Please let's see lots of each other after graduation -

Remember WY 5862
my heartiest wishes for your success in life
Love Always!

Brita Haller Duchan
W-41.

Forensic



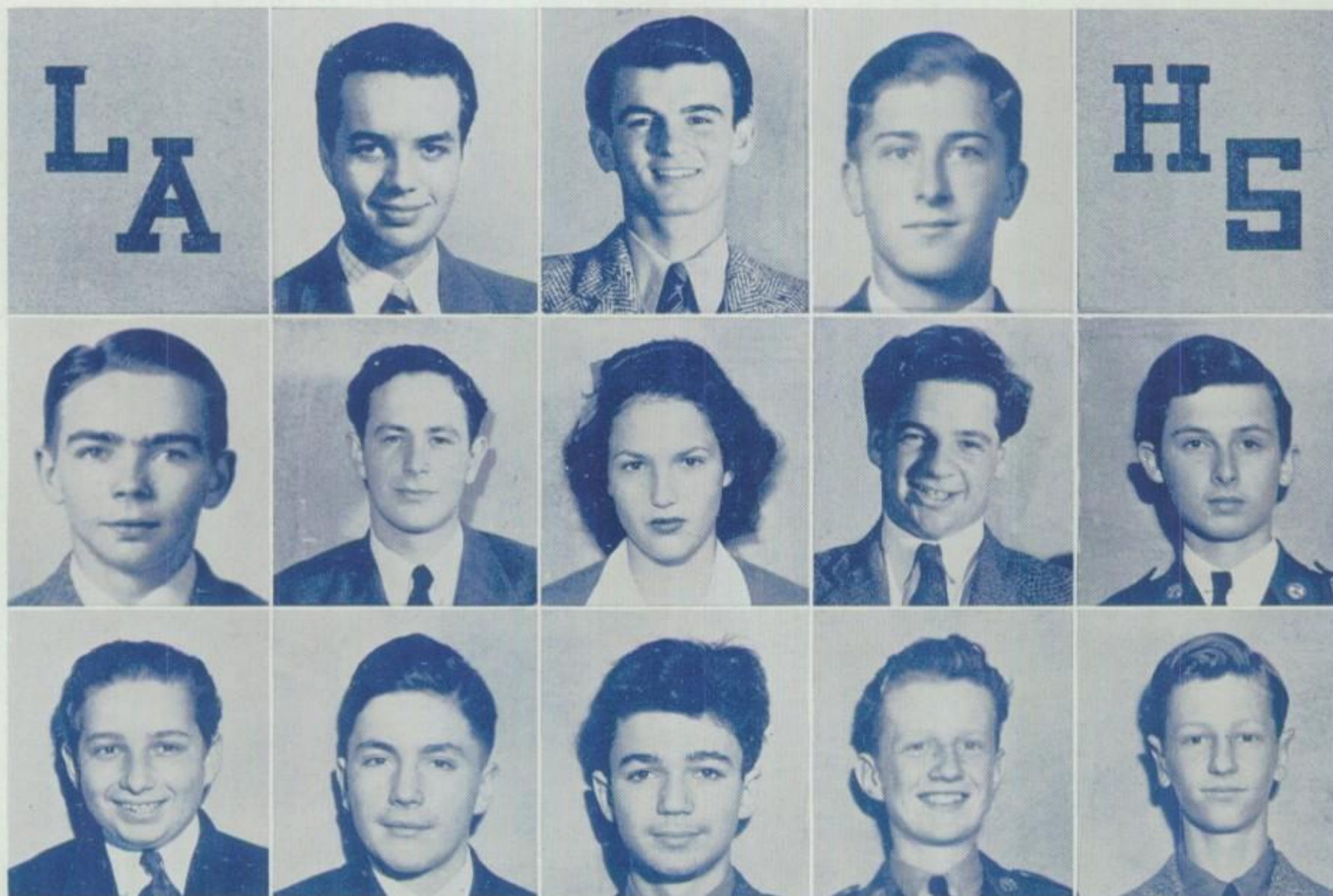
Class Debaters



Los Angeles High School has had inter-class debates every year since 1908. The spirit of rivalry between the classes has fostered a fine tradition of forensic activity. Especially vigorous and hotly contested is the Senior A-B Debate, which is held in the auditorium with the entire Senior Class as audience. It is a great honor to be chosen to uphold one's class in these debates, and the privilege of being on the team is sought eagerly. The winners of each debate have their names engraved on silver debate cups which are kept in the trophy room as permanent possessions of the school.

The A12 debaters are Mel Nimmer and Bob Meyer; the B12, Bob Johnson and Tom Carter; the A11, Margaret Cooper and Peter Gold; the B11, Marvin Meyer and Jim Weinberg; the A10, Monroe Weinberg, Bert Kleiner, Sherwood Malsman, and Bill Schwartz; and the B10, Maurice Goldberg and Ray Prochnow.

*Top row, left to right: Nimmer, Meyer B., Johnson
Second row: Carter, Gold, Cooper, Meyer M., Weinberg J.
Bottom row: Weinberg M., Schwartz, Malsman, Prochnow, Goldberg.*



Debate Squad



*Best wishes
to a darling
girl
sincerely,
Marilyn*

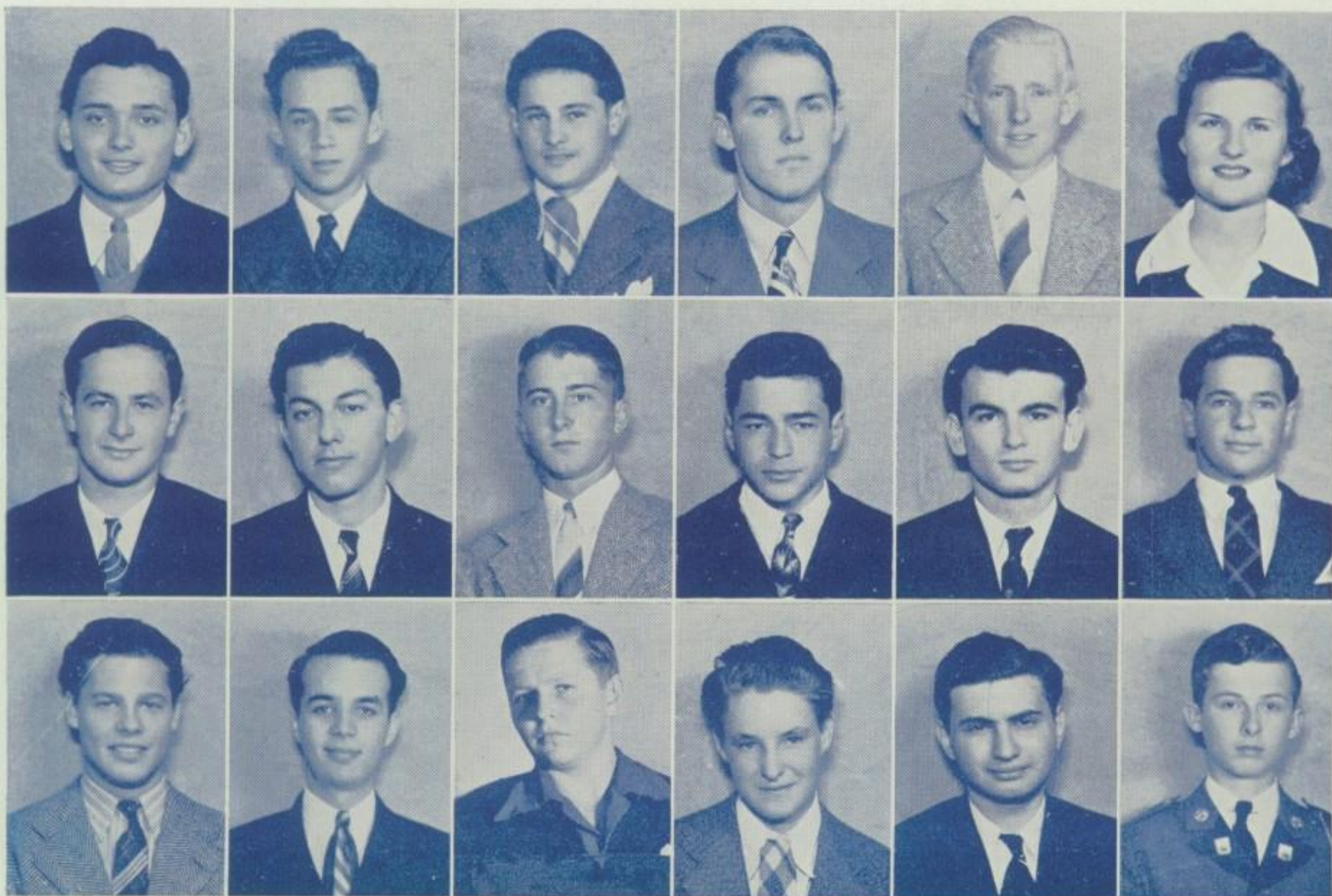
President: Bob Meyer Secretary: Marvin Meyer
Vice-president: Bob Rubel Treasurer: Peter Gold
Sponsor: Mr. F. Murray Keslar

Los Angeles High School, always prominent in forensic events, again participated in inter-scholastic and tournament debate. Tournament debate took place at the University of Southern California, and inter-scholastic debates were held periodically with the various high schools of Southern California. This year's question for debate is Resolved: That the power of the federal government should be increased.

At the time this is written, it is too early to predict how successful the season will be, since nearly all of our experienced debaters will graduate this term. However, we have started off with a victory over Bakersfield and another over Dorsey in league debates.

Returning lettermen are: Peter Gold, Bob Meyer, Marvin Meyer, Mel Nimmer. Members of the squad who are eligible for letters include: Eugene Beck, Duane Collette, Margaret Cooper, Carl Heintz, Robert Johnson, Paul Minchin, Harold Rice, Edward Shiosaka, Bicknell Showers. New members are: Bob Abraham, Myron Aiches, Dean Beaumont, Harold Bennett, Laurence Burgeson, Tommie Carter, Marilyn Davis, Hamilton DeJong, Bill Hodges, Marvin Kleiber, Doug Lyon, Taylor Murray, Tom O'Shaughnessy, Dick Purviance, Edgar Rosenbloom, Jim Weinberg.

*Top row, left to right: Abraham, Aiches, Beck, Bennett, Burgeson, Davis.
Second row: Gold, Heintz, Johnson, Kleiber, Meyer B., Meyer M.
Bottom row: Minchin, Nimmer, Purviance, Rice, Rosenbloom, Weinberg.*



Oratorical Contests

The students of speech are active as usual, this semester. Their first work has been in the field of community service, the Community Chest campaign. Thirty different students have given speeches to grammar and junior high schools, and they have filled thirty-nine speaking engagements.

The Eighteenth Annual Evening Herald and Express Extemporaneous Oratorical Contest finds Robert Meyer serving as Los Angeles High's representative. In the semi-finals, in competition with seven other schools, he placed second and qualified for the finals which were held on December sixth. The very appropriate theme for this contest was "What is America's best defense?"

Los Angeles High entered contestants as usual in the four events offered by the University of Southern California Forensic Tournament, held in December. Two other contests whose finals occur in the spring semester will have completed school try-outs before the fall semester closes. One is the contest sponsored by the Native Sons of the Golden West; and the other is sponsored by the California Bankers' Association, the theme of which is "The Responsibilities of American Citizenship."

*The very best of everything
To you June - in my estimation
you're as beautiful as a Christmas Carol -
"Leo" Davis*

Top row, left to right: Davis, Hambleton, Elliott, Clinton, Gambiner, Bailey, Rubel.
Second row: Oram, Dodson, Borde, Bell, Christensen, Baker, Shumway, Weinberg, Harris, McGee.
Bottom row: Hunt, Gross, Martinez, Courville, Meyer, Bennett, Howden, Logue, White, Diggle, Taylor.



Dearest Irene,
I know all the sweetest girls
in the future. With your
charming personality you
will go far.

all Love
Betty Blake
5.41

Loads of Luck
Always to a
perfect girl
Sylvia Hoal

A Carol to the best of the Carrolls
Best of luck & success
to the best of the best
Jack Gumbiner

Music



Girls' Glee Club



President: Betty Wininger
 Vice-president: Kathleen Freeman
 Secretary: Eleanor Neal
 Treasurer: Claudia Rhoades
 Librarians: Jene Loomis
 Erma Anderson
 Accompanists: Antoinette Griffith
 Nathalie Bousquet
 Director: Miss Ida M. Rankin

The object of the Girls' Glee Club is to encourage the understanding and interpretation of good music and to foster a spirit of friendliness and good fellowship among its members. It endeavors to foster the enjoyment of music in the school and in the community by presenting programs at school assemblies, at various outside clubs, at churches, and over the radio. This club has also sung during its regular Glee Club period for very distinguished visitors. The traditional social high lights are the get-acquainted party given for the new members and the annual reunion at the Wilshire Ebell Club-House.

Try-outs for the Treble Clef, a small group of selected voices, resulted in the following girls being chosen: Betty Wininger, Delalah Fragnol, Kathryn Thomas, Marie Wells, Evelyn Morgan, Kathleen Freeman, Jene Loomis, Marion Tufenkian, and Betty Alber. Antoinette Griffith is the accompanist.

Members are: Erma Anderson, Jane Barnett, Ruth Bell, Nathalie Bousquet, Alida Brain, Dorothe Church, Mary Louise Durkee, Delalah Fragnol, Kathleen Freeman, Constance Gates, Barbara Gordon, Antoinette Griffith, Hellen Hailey, Wanda Hill, Rhoda Hooke, Edith Josephson, Ruth Kolan, Jene Loomis, Evelyn Morgan, Elizabeth Moudary, Margaret Moudary, Jacqueline Naujoks, Eleanor Neal, Carol Neufeld, Anna Mae Pitts, Grace Raymond, Claudia Rhoades, Lorraine Safren, Jean Sprague, Doris Strock, Frances Stump, Gloria Swenson, Mary Tassop, Kathryn Thomas, Marion Tufenkian, Margaret Visscher, Marie Wells, Betty Wininger, Edeana Mae Wood, Mary Wurster.

Top row, left to right: Morgan, Wurster, Neufeld, Thomas, Gordon, Durkee, Visscher, Brain, Fragnol.
Second row: Moudary, M., Barnett, Sprague, Wells, Naujoks, Gates, Pitts, Kolan, Hooke.
Third row: Bousquet, Swenson, Stump, Neal, Wininger, Moudary, E., Bell, Griffith.
Fourth row: Tassop, Miss Rankin, Freeman, Raymond, Tufenkian, Loomis, Church.
Bottom row: Rhoades, Strock, Hailey, Josephson, Anderson, Wood.



Boys' Glee Club



President: Kenneth Reynolds
 Manager: Bill Swain
 Librarians: Bill Gray
 Jack Shahian
 Piano accompanists: Joyce Blair
 Maud Tempest
 Sponsor: Miss Verna C. Blythe

The main purpose of the Boys' Glee Club is to create a sincere appreciation of fine arts and to encourage the use of good music. It furnishes music for various occasions, celebrations, and assemblies. It is rich in tradition and strong in spirit. The boys are renowned for their stirring rendition of all music presented. They participate in the mass musical program presented at Los Angeles High School every Christmas. The Boys' Glee Club promotes good fellowship and cooperation among its members and offers them an opportunity to develop a good speaking and singing voice besides practical and special musical training. This instruction helps to strengthen self-confidence and natural ability. This organization has an annual reunion, which affords the past members the opportunity to return and to renew old friendships. The Glee Club, one of the oldest and best known organizations in the school, is under the direction of Miss Verna C. Blythe.

Members are: Rodney Amateau, Dennis Beaumont, Denton Brough, Bart Bolin, Harold Bennett, Joyce Blair, Martin Brown, Bill Dyer, Everett Dillingham, Russell Douglas, Bill Gray, Earl Hart, Roger Hazard, Alan Hoisch, Paul Johnson, Rudy Johnson, Fred Jamison, Hollis Jewell, Fred Orman, Tom Orcutt, George Phillips, John Rau, Kenneth Reynolds, Verne Rogers, Bernard Shapiro, Jack Shahian, Courtland Summers, Bill Swain, Maud Tempest, Leonard Van Luven.

Top row, left to right: Van Luven, Jewell, Hazard, Mitchell, Johnson, P., Gray, Tempest, Brown, Douglas, Amateau, Shapiro, Rogers, Summers.
Bottom row: Bennett, Phillips, Brough, Hart, Rau, Reynolds, Hoisch, Shahian, Blair, Jamison, Swain, Dyer, Orcutt, Beaumont, Bolin, Orman, Johnson, R.



Senior A Cappella



President: Dick Winden
 Manager: Jim Cason
 Assistant manager: Edythe Coots
 Secretary: Miriam Franz
 Librarian: Rupert de Leon
 Accompanists: Lo Rell Slatford
 Marilyn Seely
 Sponsor: Miss Verna C. Blythe

The Senior A Cappella develops a knowledge and a love of fine music among its members. This club gives them an acquaintance with the greatest works of the masters, and the pleasure of producing beautiful music themselves. The members participate in the vesper service and the beautiful Christmas program in the auditorium; and they sing at many P. T. A. meetings. This year, they sang for the Los Angeles Breakfast Club and for other distinguished audiences. The boys and girls of the A Cappella receive expert training in choral singing from Miss Verna C. Blythe, who is the director of this fine organization.

The members are: Sylvia Asher, Betty Blake, Dorothy Blake, June Clarke, Betty Chelson, Dorothe Church, Louise Clapp, Edythe Coots, Shirley Dignal, Gene Everett, Mary Finch, Beverly Fogel, Miriam Franz, Thelma Gurholt, Gloria Hanley, Ginger Honor, Margaret Hudson, Barbara Huse, Winifred Mears, Carolyn Newberry, Lorraine Padwal, Katherine Pappas, Joan Pelunis, Pat Alyse Rhoden, Nancy Samuel, Marilyn Seely, Melba Schwartz, Lo Rell Slatford, June Solnit, Shirley Tabic, Doris Williams.

Joe Anderson, Emmet Bailey, Kenneth Bigelow, Laurence Burgeson, Bill Carr, Jim Cason, Bradbury Clark, Rupert de Leon, Dick Donley, Walt Farrell, Jerry Getchell, John Goddard, David Green, Jeff Jeffries, Robert Johnson, Abdo Kander, Walker Kisselburg, Jack Koebig, David Lynn, Jerry Miller, Bill Niederer, Bob Rothman, Henry Riese, Felix Robertson, Paul Rubin, Bill Russell, Bill Snider, Elbert Weaver, Willis Wheelock, Dick Winden.

Top row, left to right: Donley, Lynn, Kander, Wheelock, Robinson, Winden, Weaver, Miller, Bigelow, Riese, Johnson, Getchell, Koebig, Farrell.

Second row: Russell, Clark, B., Clapp, Gurholt, Huse, Hanley, Solnit.
 Third row: Jeffries, Rothman, Finch, Newberry, Asher, Rhoden, Coots, Fogel, Williams, Green, Bailey.

Fourth row: Goddard, Snider, Everett, Pelunis, Padwal, Blake, D., Slatford, Blake, B., Pappas, Schwartz, Chelson, Anderson, Kisselburg.

Bottom row: de Leon, Cason, Church, Seeley, Hudson, Franz, Dignal, Honor, Clarke, J., Mears, Samuel, Rubin, Burgeson.

*Is one of the
 sweetest girls
 I know Love
 and best wishes
 Betty*



Orchestra



Concert master: Richard Wagner
 Assistant concert master: Weston King
 Librarian: Patricia Barr
 Secretary: Helen Stella
 Assistant secretary: Mary Ellen McKay
 Manager: Dick Schoen
 Treasurer: Walter Stephens
 Student conductor: Edward Yardeen
 Director: Mrs. Lena Moon Morgan

The purpose of this orchestra is to develop a love and appreciation for the best in musical literature and to learn cooperation by playing together at rehearsals and for public performances.

This orchestra was established in 1890. Its directors in turn have been Mrs. Gertrude Parsons, Miss Verna Blythe, and its present conductor, Mrs. Lena Moon Morgan. During fifty-one successful years of organization, the orchestra has played for civic groups, operas, other schools, and distinguished visitors. Groups of orchestra members are also members of string trios, string quartets, violin quartets, the dance orchestra, and the girls' ensemble. These participations are important extra-curricular activities.

Members of the orchestra include: piano: Ruth Martin, Jane Dunn; violins: Lewis Ament, Betty-Jeanne Babe, Patricia Barr, Curtis Hause, Dorothy Kaplan, Weston King, Maria Maggio, Lorraine Magnusen, Allen Russell, Bob Russell, Dick Schoen, Helen Stella, Leo Stoller, Millicent Rose Tag-VonStein, Richard Wagner; 'cello: Shirley Waddell; bass viol: Jean Beck, Denton Coker, Walta Denton, Jack Whitaker; oboe: Edward Yardeen; flute: Mary Crouch, Peggy Rogers; piccolo: Evaleen Crouch; clarinet: Aimee Gray, Jerry Griffith, Bill Gross, Kenneth King, Marvin Kleber, Mary Ellen McKay, Arnold Parker, Harvey Sherline, Tupper Turner, Bill Winney; saxophone: Richard Gastil, Merlin Goodwin; trumpet: Roland Chaffin, Bob Gayman, Walter Lull, Wilferd Peak; trombone: Hal Swafford; horn: Mary Virginia Russell; drums: Hugh Allison, Walter Stephens; tympani: Ray Meanes.

Top row, left to right: Schwartz, Goodwin, Gastil, Stewart, Chaffin, Swafford, Peak, Gayman, Lull.

Second row: Whitaker, Schoen, Babe, Dunn, McKay, Crouch, E., Crouch, M., King, K., Rogers, Gray, Kleber, Turner, Sherline, Griffith, Parker, Ziegel, Gross, Mrs. Morgan, Stephens, Russell.

Third row: Denton, Beck, Stella, Ament, Tag-von Stien, Stoller, Maggio, Kaplan, Russell, B., Magnusen, Russell, A., Barr, Hause, Meanes, Coker.

Fourth row: Allison, Winney, Yardeen, Wagner, Waddell, Valentine, Martin, King, W.



(mistake) → Irene
Irene I am sure
you can see
and hope to
see more of you if
possible. I wish
I were always with you

Dear Irene,
and you're a
great girl
and you're
can give
I hope
have the
success.
best of
Carolyn
Lakson

LETTERS



To & swell 1901
Dave Millerburg

Betty Luck to
a swell
Fair
Caroleyn Taylor

Editorials

Schools are indispensable in a democracy such as ours for they have the responsibility of preparing the rising generations to meet competently and victoriously the challenge democracy offers. It is the school's duty to instill in the youth adequate knowledge and to teach patriotism in its most enlightening form in order to make a generation eager to serve their community, nation, and all mankind. Democracy cannot exist without education; and it is through education, not war, that we can make the world safe for governments of the people, by the people, and for the people.

In the achievement of any program for the defense and advance of democracy, the schools play an important role. They strive to develop in individuals a feeling of preparedness, a love for the democratic ideals, a respect for the innumerable rights of free discussion and criticism, mental processes which are sound and fair, a devotion for the common good and just as important, a deep knowledge relative to the purpose and functions of a democracy.

More and more, the school is becoming a place where democracy is practised. Participation in school government is the most effective way of teaching democratic methods, for we learn by doing. As long as the schools cooperate in their willingness to teach and prepare the youth of today to take his responsibility in the communities of later life, democracy will flourish triumphantly.

MARIAN REICH, editor-in-chief

The most popular definition of present day education is, perhaps, that it is a preparation for life. Youth is the age in which the mind can be best molded. It is this period in which are acquired knowledge, skills, habits, and beliefs that will enable the individual to live happily as an adult.

The greatest demand upon schools today is the call to produce young men and women who will be capable of entering the business world and carrying on when the present generation steps out. This does not necessarily mean that one has to be trained in one and only one specific job. The public school's object is not to teach a person to become a lawyer, minister, clerk, or bank executive, but to give a general education. As Tagore so aptly put it, "The main object of teaching is not to explain meanings, but to knock at the door of the mind."

What we do not realize nowadays is that we, every one of us, can affect the destiny of our times, and that this world is, after all, what we who are permitted to live in this generation, make it. To resolve to make a better world is not easy; to achieve such an objective is harder. Some will say it is impossible; but in this age when we have planes hurtling the globe in a matter of hours, radios bringing enlightenment to millions, and telescopes which peer hundreds of miles into the universe, nothing can be termed *impossible*.

The great challenge to American youth is to prove that the impossible can be accomplished without the use of force, regimentation, or dictatorship here in the one last democracy. We should be willing to take up the challenge with gladness and to prove that the only way is the American Way.

CHARLES NUTT, business manager

Let us regard the Community as a building with the school as its foundation. A stranger, viewing this particular edifice for the first time, would be apt to wonder what fortitude held upright this mere building amidst the storm of life. To us, the answer is evident. A building is as strong as its foundation. We, who are accustomed to the American way of Life, know that it is that basis of school which is holding erect this tower of strength. Upon this mold, the essential foundation of school, is wrought the American Community.

The American School proves to be the intermediate step between mother and home fire and the community and life. School is the basis for education, which is always superior to strength and might. As the young child leaves its mother's lap, he enters the school wherein he is taught to think, to work, to associate with others, and to adjust himself to his surrounding environment. He leaves the school and enters community life, and citizenry, educated to worldly as well as to local affairs. He should be educated in the way of life. He knows how good and pleasant it is for brethren to dwell in unity. He knows that their strength lies in their unity. It is upon these citizens, trained in the free schools, that the nation's futurity depends. Individuals may form communities; but it is the communities that form the nation; and communities of knowledge increase the nation's strength. Thus, thru this knowledge and strength, the child of action, Progress, is reared. America's progress is a monument to free school and communities.

Securely may this nation look upon her progress. Spiritedly may she look to a posterity, eager for achievement in Life. Significantly, our America may be proud, for through her free schools and communities undivided, she may have security in unity; and unity is strength!

JUNE MURAKAMI, assistant editor

Every student in our country today has an equal opportunity to become a leading citizen of his community through the media of the public schools. The school today is the center of our democracy, for, by its democratic system, every student may learn the true meaning of our form of government. Side by side, regardless of wealth, position, color, or religion, our youth works toward the same goal, the preservation of his country's democratic ideals.

In our public schools and state colleges, every conceivable course is offered; and every opportunity to develop the pupil's own talent is given. Equally as important as this are the personality helps offered, the improvement of one's personal habits, such as good grooming and proper hygiene, the broadening of one's interests and activities, and the adjustment of one's personality to that of those around one. Even the student who still has difficulty in orientating himself, after all these helps are given, receives another chance. This problem is dealt with individually until his difficulty is eradicated.

The principles that the student is taught to fit him to be a worthy citizen may be summed up in our school motto: Obedience to Law, Respect for Others, Mastery of Self, Joy in Service: These Constitute Life. The youth who fails in his duty to himself and his community may blame only himself, for, with the knowledge of these principles, we all have an equal opportunity to develop the best in us in our democracy.

HELLEN HAILEY, assistant editor-in-chief

In this ever-changing, turbulent world in which we, the future citizens of the universe are planning our lives, the society of living is becoming more complex each day; and with this complexity comes the need for greater education. The community, the people who share and hold in common so many things, are now as never before looking towards the school as the idealistic institution for the growth of human intelligence which will be so necessary a factor in the destiny of the world.

The modern community calls for a high order of character and needs all of the schools' help in character building; for to have a stable way of life within the scope of everyday living, we must have schools which will educate both leaders and the masses.

The future depends largely upon the individual makers of security, the home makers, the lovers of freedom, all the small insignificant people who go to make up the largest democratic organization in the country, the community. And the community in its turn looks toward its citadel of knowledge, the school, where each individual can attain mental and physical help, spiritual and moral help with which to improve himself and the country he loves.

The school will be responsible for the strength of the community of tomorrow; and by developing unity, together these two democratic institutions can then make the magnificent possibilities in the destiny of America become realities.

BABETTE FERGUSON, literary co-editor

Our forefathers have given us the most priceless of possessions. The importance of this heritage cannot be over-rated. They paid with their lives that we might have the freedom we enjoy today. Because of their efforts, we have freedom and free schools which teach us to use this freedom wisely.

Through the years, this heritage of freedom has been carefully preserved. Every true American has taken pains to see that no one infringed upon his inalienable rights. He has realized that the enemy of freedom is ignorance; freedom cannot exist where ignorance and misinformation are present. Therefore, the freedom of American schools has been guarded with the utmost care. Education has kept vigilant guard against any encroachment of the civil rights of our communities. The community has always supported the school because it realized that the community of tomorrow lies in the school of today. The training youth receives while in school determines what he will be when he leaves school. "As the twig is bent, so inclineth the tree."

The youth of today has been the subject of much controversy. There are those who believe he will not carry on as his predecessors; I disagree. Speaking for the youth of today, I can honestly state that he realizes his responsibility and is ready to meet it. We appreciate that which our forefathers attained in so valiant a struggle. We are truly grateful for our heritage and understand its significance; we will fight as faithfully and valiantly to maintain our freedom as did our forefathers to attain this invaluable possession.

MURIEL LEVY, literary co-editor

When a great race has reached the place in its existence where the people have determined that their most cherished ideal, Democracy, shall not fail, they then should formulate a method of teaching the fundamentals of democracy and freedom to their youth in the hope that the rights for which they have so fervently labored shall not be lost. What democracy will mean in the future will largely depend on the conception which is being formed in the minds of the young people of today. Americans have demanded that education teach this conception including a practical way to prepare their children to live democratically.

This task should not be given solely to the schools. It rests both on parents and teachers. The Parent-Teacher Association, a national organization of two and a third million strong, has devoted itself to the interests of young people of every race and creed. This organization's purpose is first to become acquainted with the child through parent education, then to cooperate with the schools in his training, and finally to improve his environment through the directing of public opinion toward the betterment of the immediate community which embraces the school.

With the help of the Parent-Teacher Association working in complete harmony with the educational agencies, Americans are assured that their conception of democracy will be ably taught to the generations which are to come.

WILLIAM SWAIN, group photographic manager

Education is a gift of priceless value. It is, moreover, a permanent gift that broadens and enriches the lives of those who possess it. It is indeed thrilling to realize that this marvelous treasure is being bestowed upon every boy and girl throughout our land. This wonderful opportunity for the youth of America functions only through the united efforts of the community and the school. Such a privilege is possible only in a democracy where all have equal rights and equal opportunities. It is the proof that our weary soldiers did not fight in vain when they gave their lives to defend our right to knowledge, unlimited by one man's dictate. It is the proof that the fathers of our country were not wrong when they said a nation's people were capable of governing themselves with justice toward all.

Free education for all a nation's youth is the very pinnacle of democracy: equality for all has no wider meaning. But education is an integral and imperative part of democracy which could not endure without it. Though education is a gift, it is also a defense. Democracy gives education to youth so that youth may use education on behalf of democracy.

This is a priceless gift because it is the foundation of American ideals. The community lavishly bestows it upon youth and asks only that it be used wisely with care and thought, so that others, yet unborn, may enjoy the same privilege and benefit. This is the nation's trust in youth, and young America must be worthy of this faith.

NAOMI SATTLER, organization editor

Today, the war-torn world is sick; it is demoralized and desperate, desperate for the want of those democratic ideals which constitute decency and integrity. Tolerance must once and forever reign unchallenged in all the countries of the world. This restoration of sanity is a difficult task indeed. However, it is the opinion of many that its solution lies in the youth of our present generation. In educating our boys and girls, society must implant all of those essential principles which are capable of developing peace and happiness. But the choice of our personnel, of our textbooks, and of myriad of educational tools in our schools must be virtually perfect. Every citizen must assume personal responsibility for his local educational system, for, above all, this country is a democracy; and each person should participate in his civic affairs for the protection of America's democratic heritage.

In these troubled times, the school stands as our first line of defense for the future; therefore, all should realize the enduring significance of education and of the school. We should respect all of our educational institutions; for these are monuments of mankind, dedicated to the restoration of a better and more harmonious world.

ROBERT FERGUSON, Senior A editor

The American school of today is gradually doing away with that lack of understanding, that self-completeness, that narrow mindedness we know as intolerance. There is no place for intolerance when the mind has been opened and filled with understanding and an interest in others. By teaching the necessity of unity of all races, not only in the community but in the world at large, our educational system is developing within the youth of America a deep-rooted, earnest desire for friendship with other nations of the world. The modern classroom is now in close contact with the history-making events of the day by means of newspapers, motion pictures, and radio. Therefore, an active interest is created in young minds through sight and sound, elementary senses which even the youngest school child knows how to use. This, consequently, allows youth to perceive through his own mind that unity and friendship tear down the bonds of race and creed to form a true democracy. This is best done by instilling an interest which leads a quest for knowledge of others in the minds of the younger generation. Yes, America may well be proud of the fair-minded, attentive, alert young minds that only an educational system such as ours can produce.

KATHERINE LOWENSTEIN, individual photographic manager

To Los Angeles High School

We quaked when first we walked with awe your halls.

Adventure beckoned when we saw your walls.

We felt a new life had begun.

You taught us to respect and to obey.

To master well ourselves, as our mainstay,

To you, we owe a task well done.

We gave our best to you in every field.

We proudly wore your colors like a shield

And cheered each race, not just those won.

We learned to love and cherish those same halls.

To feel the comfort given of those dear walls.

Each fear and doubt we felt, had gone.

And now we leave you, even as we came.

We'd like to feel that you're not quite the same.

That our task, too, has been well done.

A part will stay of each one who departs.

For we remain with humble, love-filled hearts,

The Winter Class of Forty-one.

HELLEN HAILEY, A12

America's Hope

The despot speaks:

"He controls the future who controls the youth."

Not in vain The American Way:

The youth shall control himself.

JOAN GILBERT, B12

Essays, Poems, and Stories

A Temple to Minerva

First place—organization—Poetry Club

Minerva,
Silver flame
In eternity's obscurity,
Man has ever sought your light,
And having found new glimmerings,
Rejoices.
But his added illumination
Only shows him
Vaster vaults of darkness,
And so it must be, that he
Shall ever desire more,
And he shall plead
For light—more light,
To pierce the black
With the crystal beams of thought.

Minerva,
Do you smile,
As you watch
Each new bud of life
Unfold its innocence to earth?
Do you delight in kindling
On each mind's hearth,
From the mellow embers of the Past.
A fire to sustain the Present,
A flame that will blaze out,
In ever-brightening beacons,
To the Future?

You must love man, Minerva,
Or else long ago,
Wearied of savage tumult
That would quench
The soft vibrations
Of your singing flame,
And dismayed,
At sullen clouds of ignorance,
You would have forsaken us.
But your eyes
Are patient,
As the eyes of a mother,
Seeing in experience
A firm wisdom
That will bear a sadder sanity.

Look upon this temple, Minerva,
Rising to your glory
Striving to create
New light-bringers,
Who in reaching higher
To your flame,
Who in stretching eager hands
To catch
The falling strands,
Of silver-shafted light,
Raise all men
Closer to the music of your lips.

GRACE BLUE, B12

Best wishes to
a grand girl and
father
Betty Lou Terry

CITY HALL OF LOS ANGELES

The loftiness of this structure symbolizes the high, democratic ideals for which it stands; it is proof of man's faith in his fellow man and his community.



Wend,
Best of luck,
and success to
a soon new friend.
Dick Matthews

School: Cornerstone of the Community

First place—senior A essay

The schools of today are tomorrow's cornerstones. Today's schools train the young citizens for their task of governing tomorrow's communities, and in addition, raise and broaden the high standard of today's community by the recently adopted educational program for adults. The schools, both public and private, are the sources where the academic education of the young people begins; and it is this education which makes them fit to carry on their individual ambitions and desires in their communities.

The school of today not only offers its guidance and facilities to the young people of the community, but also, more and more, to the adults, who, in many cases, are the parents of the children. Public education now begins earlier and continues later into life than ever before. Also, there is a greater bond between the school, the students, the teachers, and the parents. All of these facts are signs of the rising role of importance that the school is playing in the welfare of the community.

Let us look for a moment at the opportunity the school offers to the young people of the community. In addition to the conventional reading, writing, and arithmetic so necessary to future success, there have been incorporated into the curriculum many and varied courses which offer preparation for the different fields of endeavor into which the students wish to go. There are classes in which they may learn to conduct business correspondence, to cook, to sew, to typewrite, and many others which give necessary education. And then there are the opportunities for physical development and education offered to the young people. In order to carry on in the community in an effective and efficient manner, our people must have strong bodies as well as finely developed minds. To this end, carefully planned physical activities are presented to the students in the form of the various sports, optional military training, and the like. In addition to all of these opportunities, the school provides a place for leisure time activities under good supervision. Boy Scout troops and young peoples' groups are fine examples of this service to the community.

These clubs and student organizations go hand in hand with the program of the school for character building. The school, as the community, is accepting the theory of student self-government; and many schools are employing this system. This provides a means for the students of the community to practice logic and common sense in self-government, in the hope they will become more capable of wise action when it becomes necessary for them to take the reins of the community, and in the hope that this training will enable the students to work in cooperation with others in producing the best possible conditions and opportunities in their communities.

Nor are the young people the only ones to be reached by the influence of the school, for now, public education of the older citizens is also offered. By this adult education, the school is becoming more and more influential upon the success and progress of its community. The school of yesterday, the one our parents attended, opened in the morning; the lessons were recited and an assignment for the following day assigned. With that, the school was closed until the next day when the same procedure again followed. Not so the school plant of today, for it is used during the day for the enlightenment of the young people; and in many cases it remains open until late in the evening in order to enrich the knowledge of the adults. In that evening school, there is a multitude of subjects from which they may choose; and in each department they may receive expert guidance and advice. Schools in many cases have been established as recreational centers to which the adults may go and enjoy a quiet game of chess or checkers; or the more ambitious may play tennis, basketball, and many other common sports.

In contrast to this ideal situation which exists in many communities, there are many other districts with very meager facilities in their schools. The schools, in many cases, are badly in need of structural improvements and are generally run down. We who are fortunate enough to have fine, well-equipped school plants many times fail to realize that there are some communities in which such adverse conditions are prevalent.

The citizens of these less fortunate communities are awakening very rapidly to the necessity for well-equipped and well-manned schools. As a result, many new schools are being constructed; and these sections will also have the opportunities now offered to many others. The day is coming when the systems of education in the various communities will be nearly equal, and it approaches rapidly. This equality is what we need, and we can be genuinely thankful that each one of us may do his part to help enrich and provide the best for our communities.

Our schools are the cornerstones of our communities. Through their wide scope of service and influence, they contact in a real way every man, woman and child in the community. May we continue to have finer schools, schools which build real, progressive American communities. This type of community is essential for the improvement and preservation of democracy, America's most sacred blessing. Thus, the school's most important function is the development of the type of community which actively shares in the greater, more powerful, more united and democratic government.

JIM HUTTER, A12

Student Government in High School

Safeguard of Democracy

First place—upper division essay

Democracy is a precious jewel that cannot be had by mere wishing. It can be gained only through freedom in our institutions, and freedom in our political and home life. This requires work and planning by those who have charge of our government. In present day life, high school government supplies the experience for our young people, which in later life better enables them to carry on the affairs of state.

Throughout the years in almost every country, there have been struggles for freedom and democracy. France fought again and again for democracy. The struggles of Germany, Austria, Italy, and Russia are written in blood. These countries gave their sons for freedom; however, once they achieved it, they were unable to retain it. We know that unfortunately they lacked the background and the experience in self government, which are so necessary to make an ideal become a reality. In America, today, we are clinging with all possible vigor to what may be the last shreds of democracy in a war-torn world. We must be ever on the alert lest we lose our splendid heritage. Through the "town meeting" of Massachusetts and the "colonial assembly" of Virginia, American experience in self government goes back almost a thousand years to the time of Magna Carta in England and beyond.

Today, besides the threats of war from without, there are also many threats within our country which tend to weaken our democratic form of government. In colonial days, the towns and counties of America were small. In these times, with the growth of large cities and with the preoccupation of our people in private affairs, government has passed, in many instances, out of the hands of the people into the clutches of political bosses. If this state of affairs is not reversed, democracy cannot long endure. Where can we seek relief? The public school of today is one important institution in American life which provides the political experience formerly furnished by the "town meeting." This is particularly true of the high school; prior to this time, a child is too immature to profit by self government. The majority of students do not go to college, and so they must rely on high school training to prepare them for citizenship. Only by this training and by teaching patriotism, can we eliminate subversive activities.

The experience gained at Los Angeles High School is typical of school government in many progressive schools throughout the country. Upon first entering high school, students elect their homeroom officers by popular vote. This is the first step in the democratic process. During the term of office, one of the duties of the homeroom presidents is to discuss the school budget. Such experience gives them an insight into public questions. A little later in their school life, the students elect their representatives to a Senior Board. Pupils must obey at all times the rules made by the representatives on this Board. If the regulations are violated, the delinquent is brought before the Board for trial; and if found guilty, he is subjected to disciplinary measures. How like the outside world is this! So in adult life, when one breaks a law, he is tried by fellow citizens; and if he is found guilty, he is punished, only by much more severe methods. Such participation with school government teaches the student that no matter what type of a community he lives in, he must obey the laws that have been passed for his benefit by the representatives of his selection.

One of the most exciting and important events which takes place during the school year is the election of the Student Body officers. A nominating convention is held to nominate the president and other officers. At this meeting, campaign speeches are made; and the students learn about the qualities of their leaders, just as voters are informed about their candidates through the national conventions.

In the school as in later life, there are always some individuals who think that they are not receiving a "square deal," because they have not attained leadership in the government. If these people would but stop to think they would realize that the duty of the majority is to follow, and that in order to be good citizens, they must accept the laws made by their leaders.

Just as there is politics in the great outside world, there is also a degree of politics in connection with most school government, including a bit of unpleasantness and intrigue with resulting heartbreak. However, the experience thus gained helps the student to cope with the tricks and the schemes of the political world, outside the school walls.

In many schools, including Los Angeles High School, mock elections were recently held. Students had a chance to vote, using the Australian ballot. They also chose their own election boards, which took charge of counting the votes. As if they were voting at the public voting booths, students cast their ballots for president, congressman, and district attorney.

So, in this great democracy, through daily experience, students practice in small democracies, executed and modeled on the principles of freedom. Here, students may hold their own elections, obey their own laws, and obtain the experience offered by their own leadership. Thus, it is evident that the young citizen not only acquires the knowledge necessary to an understanding of our institutions, but also acquires the discipline, which is necessary to their successful operation. One realizes that our government would never have worked if the minority had been unwilling to accept the rule of the majority, a point that looms large in election year. Our institutions would certainly not have stood the strain of even one election if the minority had raised the standard of rebellion. Indeed, student government in high school grants "young America" the sense of sportsmanship and fair play upon which free institutions must rest if we are to continue "our way of life."

JOAN LEWINSON, B12

We Are United

I am the cities,
The steel-ribbed dwellings,
The thundering force of industry;
I am the farms,
The serenity of earth,
The poetry of growth,
The wisdom of ripened fields;
I am the worker,
The fiber of life,
The sinew of machine,
The energy of creation;
I am the rich,
The chains of wealth,
The lust for power;
I am the poor,
The hungry eyes,
The sting of failure;
I am the pattern,
The prosaic
Fused with genius,
The tides of life,
These I am,
For I am Community.

I am the School,
The upward surge,
The eager expansion
Of the walls of the universe;
Take my tools
Forged through centuries,
My squares of logic,
To build your world upon;
Spin your dreams
With shining threads,
For I will show you
Ever richer colors to weave
Into the fabric of life.
Drink deeply
From the pool of learning,
Filled by past ages.
For then, the mind,
A spreading blossom,
Unfolds its thirsting petals.
I will bring you thoughts
That ring deep and true,
Or softly play on a harp of dreams
A theme of life,
This I give
For I am School.

Take my hand, Community,
Together we are strong;
Together we will build
With tools of steel,
With earth-stained hands,
With blocks of logic,
And sheer-spun dreams,
A brotherhood.
We are united.

GRACE BLUE, B12

June -
I hope you always
have everything you want, you
deserve it. You're really such a
super girl. Lots of love
to Scott

June -
The best of everything
to a wonderful girl
who has been so much
fun during our friendship.
Love always to
a true Kuleta,
Betty Good
HJ

MEMORIAL LIBRARY

This memorial is a living tribute to the undying memories of glorious deeds and immortal heroes who left their school and community to serve their country.



Dear Gene...

You're one of my favorite
fellow Boarders & I want you
to know that knowing you
this term has really been
wonderful. I do really &
sincerely hope that we'll be
even better friends in college.
Love always

Peggy Mc Linn

Gene:

Sorry I'm going to
miss you so very
much. I'll always
remember you as a
"toughie" in the
fashion show.

Love always
Lillian
J. 41

Education of Youth in School and Community

First place—organization essay—Philomathian

The earliest stage of human drama is limited. As a very young child, Youth encounters only mother, family, and home. From the time he enters school, he finds entirely new environments. School throws the child into company of strange children of his own age. It gives him new leaders and new friends. School life, rather than limiting, enlarges the child's outlook on life before him. Education is a means of getting acquainted with ways and doings of others. It is also a means of enabling boys and girls to use their abilities for the good of society. Schools were organized to give the child specific knowledge of the tools with which to make a living. Schools also give him access to the accumulated experiences of past generations; and they make him a loyal member of his community. Out of these experiences in school life, come basic changes in the personality of the individual. These experiences have caused him to think and to reevaluate his own life and actions. Thus Youth should leave the school more fully equipped to attain happiness in his serious responsibilities of later life. From school, Youth steps into community life.

From the time of his birth, Youth has always lived in a community; for he has lived in a house, which is near homes of other beings. This forms a neighborhood; and several neighborhoods, using numbers of social institutions in common, form a community. To a young child, a community is the place where his home and friends dwell. But to a young graduate youth, this same community holds different meanings; for this community is the world where he must find his way of life. He must lay hold on life here, and he should find that it is "a joy and crown eternally."

In the schools which have been established in this free nation, America, Youth is learning how wise it is for all to live in peace, in unity, in fraternal love, and to work in one accord. Youth is acquiring knowledge accumulated by sages of past generations. These young people are being taught; they are learning. Yet were education limited only to books, lectures, and to amassed wisdom of wise men of old, youth would be lost to the world! It is not enough only to know facts. It is necessary for youth to gain manifold experiences from the community, from the social world, in life itself before it can be said that he is fully educated. Man is rooted deep in the earth. All his activities, work, play, and love, depend upon the environment in which he lives. Youth must be given time to penetrate within the richness of the soil and to plant deep his roots that he may be more stable. In school, students are graded on how well they know compiled facts. Yet many truths they learn in school cannot be graded thereby. They must learn of such realities in life only through experiences, and many experiences school does not offer. They must be offered to youth through community life. There, in the community, all that Youth has learned, all that he knows is given a chance to take root, blossom out and grow into a new life. Every early stage of human drama, of marriage, and of homemaking, takes place with the community as a background.

School teachers youth standards of honor, courage, and morality; and it is upon the community that youth is given the opportunity to practice what he has learned. It is the prudent one, who judges only after he sees how youth lives because of what he has been taught in school, before he praises or condemns the country's futurity.

Youth should not be content with mere erudition, for knowledge is only half of one's education. Community is the other half. It is the youth who takes advantage of school and its teachings, and applies his knowledge to community affairs to gain a foothold of life, that will succeed. Venerable age has long upheld the torch of free life in America. Soon, this torch will be taken over by the Youths of America, who have been taught in the free schools, educated in the communities, warned by age's mistakes, and enriched by age's experiences.

Youth, Life with its way before you lies; falter not; fear not. Life is but an open road, a challenge before you. Yet, with your training in the free schools of this nation, you should not fail; for Youth of America, you live in a democracy of free schools and communities. Your education is incomplete with merely one or the other. School and community is education. You, Youth, are being educated within these two institutions. Here is your obligation to your great community, America. Her future lies in your strength and security.

JUNE MURAKAMI, A12

Education: the Backbone of Democracy

First place—lower division essay

Education for democracy! This is the far-flung call of America today, for we of the United States have discovered that education is necessary if democracy, overshadowed by so many modern complex problems, is to function well. Tiny children, entering schools, entirely ignorant of the benevolent protection which democracy's far-reaching ideals afford them, must emerge from these institutions of learning with a sincere understanding of the modern system of self-government and with an active faith in democracy. They must possess an ability to step into the position of a competent and intelligent citizen and follow the way of life, liberty, and the pursuit of happiness, blazed for them by ancestors to whom democratic ideals were dearer than life itself. There is, then, a very definite need for education in this American democracy so that our youth may be schooled in its workings.

The purpose of schools and the importance of education in maintaining a successful democracy can be set forth briefly. First by this process of learning, the student becomes acquainted with the history of this form of government; he can see and compare it and its results with dictatorial and tyrannical rules. He can look about him and discern the effects democratic government has on his fellow human beings, the even and fair chance representative government gives to every race, and the code of God-given equality under which rule by the people revolves. He can, by learning these truths, by instruction, reading, and discussion, prove to himself his government's efficiency. Secondly, he can put this unbiased knowledge into practice when he takes the position of a citizen and becomes a cog in the sound machinery of government. With his education as a background, he will be able to meet the modern day problems with a keen intelligence, even balance of justice, and a knowledge of what he as a citizen wants embodied in his government. With this education behind him, with this knowledge of right and wrong, with this determination to preserve present democratic ideals, nothing can swerve him from his path or from his ambition to keep intact the institution that has nurtured him and given him opportunity, which is vast, unrestricted, and fine.

School—no system is more responsible for clarifying the ideals of democracy than this, institution the gift of government to youth. Through education in school, individuals receive knowledge and training, culture and discipline, technical skills and social attitudes vital to their own personal growth and the social progress of their groups. Not a single class, not a single subject, not a single acquaintance, but the combination of classes, studies, and democratic associations with their fellow students instill in them the knowledge and the ability to make decisions. This is the sword that they are to carry ever through life, cutting down all transgressors, false beliefs, temptations, and usurpers of the governmental creed under which every man shares equal powers. To these young Americans is given the means by which to shape the soft mind of infancy into clean, strong, intelligent manhood and womanhood. Upon these boys and girls is bestowed the opportunity to learn the history, the languages, the doctrines, the sciences, the political and economic experiments, the nature, make-up, and physical and mental limitations of their fellow human beings. In the hand of every youth is laid the key with which to open the door leading into the golden realms of education, and to each one is given the opportunity to scrutinize the professional field, to make his own decision on the question of vocation, and to train in school for that profession or desire with courses rich in culture. Side by side, every student is placed so that all may share equal privileges. These young men and women the school adopts; their minds, the school molds; their bodies the school strengthens; their morals, the school directs. The state's undertaking to train the hearts and to instruct the minds of every generation is not easy; but it is one which, if successfully carried out, will reap a golden harvest. That education which has been imparted through the state's jurisdiction will enable the recipient of it to defend his independence, and to maintain public peace and social and economic order. The school must give the student a personal interest in social relationships and control, and must deal with teachings of a broad nature.

Education's significance concerning democracy is also plain. It alone is the agency of social control, means of social progress, bulwark of civilization, and protector of democracy. Only by education can the social order of a people be conveyed from one generation to another and transformed.

Democracy and education cannot possibly exist without each other. One is absolutely dependent on the other. How can a boy or girl obtain such a priceless heritage as the opportunity to learn the truth in a democratic way except under a democratic government, and how can a government function without capable hands at its wheel, hands directed by minds thoroughly schooled in modern problems, and equipped with the mental capacities necessary to meet intelligently these problems? Democracy and the ideals it embodies can never perish so long as schools and homes cooperate in developing intelligently deep, active loyalty to our democratic way of life, and the desire to preserve it eternally. The ship of government, flying the flag of democracy, can never sink into the sea of despotism if citizens educated in freedom and equality are at its helm. The star spangled banner will never be dragged through the dirt of absolutism and tyranny so long as it is borne by an American youth with the crown of democratic education upon his head.

SHIRLEE NEAL, B11

School: A Century of Progress

Tied for second place—senior A essay

Public schools are not old as basic institutions; yet, we take them very much for granted. Early in the nineteenth century, the typical school of the nation was a poorly equipped, frontier institution. A few larger cities maintained adequate schools for the times, but most people were forced to shift as best they could in educating their children. Many communities had no schools, and others held meetings in private homes. Teachers were usually men, and the school year was seldom more than ten or twelve weeks in length.

This frontier school had one great virtue which was passed on to all succeeding school systems: it was democratic in spirit and in organization. The little education it did provide was open to all the children of all the people. In this respect, it differed from European schools. There, society was divided into the aristocracy and the common people, and so schools were dual in nature.

On the frontier, people had no desire to imitate Europe. Hereditary class lines were not recognized; the struggle for existence was severe; and society knew little of culture in a literary sense. Public education reflected each of these tendencies. As outposts developed into towns, and towns, into cities, schools were increased in number and improved in advantages. They continued to take boys and girls of rich families and poor families on an equal footing; the only exception was the children of non-white races. Today, even that exception no longer exists.

Now, in the twentieth century, we as students have come truly to realize the great value of education. One must go only as far as the nearest news stand to see how Europe feels about this same subject. In the United States today, there are those of us who think of education and schooling as something that is required by law for each boy or girl who is a minor. There are those of us who use our schools as places for play and our school days as time for recreation. And there are those of us who realize that education and schooling are the most vital cogs in a true democracy. Deep in the heart of each of us, however, is the desire to prove to visitors that our school is a better school. It matters not whether we go to a big school in a little city or a little school in a big city; we each feel that ours is the best.

Continual competition is going on among the schools in these great United States. Athletics, debates, and oratorical contests are some of the ways in which students of our school try to prove themselves superior to students of other schools. Many times, there is greater rivalry shown between some schools than others. In every case, there is a certain amount of satisfaction in knowing that one is on the winning side, just as there may be a satisfaction in knowing that he, or his side, has done the best.

As we sit in the grandstands of our large stadiums, waiting for the time when the two teams representing our separate schools will clash before us, there suddenly comes to us the strains of "The Star Spangled Banner." And as we watch Old Glory being raised, there is another satisfaction that comes to us, that of realizing that we are Americans, of realizing that we are watching a game of football, not a game of war, of realizing that we represent democratic schools that over-shadow those permitted by dictators. Yes, our schools are better schools.

"When an intelligent man sets out to produce anything, there are two questions which he will ask: 'What is it that I wish to make?' and second, 'What have I at hand out of which to make it?'" Those are what Bernard Bell, considers the fundamental requisites, the vision of the created product and the raw material.

Now in the middle of the twentieth century we, as students, are beginning to think and wonder. We begin to ask ourselves: what is education? and why do we go to school? The answer to these questions is simple but needs merely to be analyzed. God gave us minds. It is our duty as human beings to develop these minds as best we can. The time is coming, and it is not so very far away when the youth of today will become the leaders of our country. There was a time, not so many years past, when the leaders of our country were educated in the best way possible for that time. It is the same now. There is one difference however. Many of us believe that as time progresses, so does everything else. Yes, even education. The educational system of today is far better than that of a few years back: It should be with greater happiness, then, that we come to realize that we are in an era of progress, that we have so much better an opportunity to improve our minds than had our fathers, and that our schools are better schools.

At the present time in the United States, we are confronted with one of the most important problems of all, that of remaining a neutral country in time of war. The war that is mentioned is going on among European countries. Perhaps if the men behind the scenes, the directors of this struggle, had the power to see into the future they might realize the absurdity of fighting. If they had been given a privilege at real education, they might realize how foolhardy is fighting. Here, in this country, we are given that opportunity. We should indeed be thankful that we in our great schools of progress are allowed to pledge our allegiance to the flag of the United States of America.

DICK MATTHEWS, A12

Steve Kovey:

Cute blond crazy Steve. I
wish I was a little niece of yours -
a ~~great~~ so little blond niece. Be-
cause I love you - you are so dear
& funny (funny amusing) & such
a smooza. Selran. Didn't we
have the fun time at Blank's ~~the~~,
with the Chinesey groovers & funny
dancers. Don't forget me Steve my
pet.

Love.

~~Paddy~~ Baker

THE SCHOOL AND THE COMMUNITY

Los Angeles High School, surrounded by homes, playground, athletic field, and library, typifies the rapidly growing educational centers of our country upon which the success of our democracy rests.

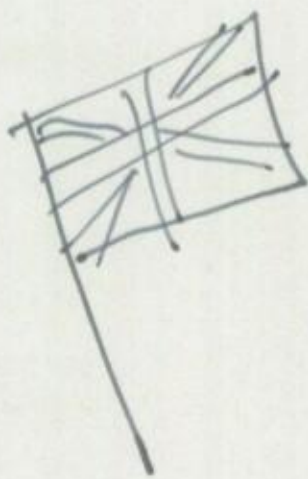


I want to wish all
the luck in the future
you really deserve it. It
certainly has been grand knowing
you, In fact I hope we shall continue
our friendship.

Yours truly
Sebastian^{III} Haverwaas

I hope you
are all fine.
Love always
Sebastian

P



Lots of success
and happiness to a
swell girl, and I mean
you.
Dorothy Wiggles

Schools Reflect Situations within Communities

Tied for second place—senior A essay

"The Formal Education of Human Beings is conducted within institutions, usually schools. Just as education, in its inclusive institutional sense, is influenced by the broad social trends of our times, so the school as a local institution is inevitably involved in the situation of the community it serves," so wrote Lloyd A. Cook.

While our schools have had, and do have today a universal aspect, they have for the most part a sort of locality pattern, influenced and molded by the requirements and pressures of the environments in which they are located. Take for instance, the first schools in our country, meaning, of course, the schools of the United States of America. Our study of the colonial days tells us that at first there were no schools. The children went to the home of one of the neighbors, who was their school teacher. While teaching, she often went on with her house work of spinning while the children stood in a row on a crack in the floor, and recited. The teachers were paid in corn, barley, or other produce that was raised on the farms. Often some mother wove a piece of cloth for a suit or knitted some mittens for the instructor's pay.

As communities grew older, a school house was built which was used as a mutual center where neighbors gathered for worship, social events, play, debates, and musicals. In these early schools of New England, the community problems were discussed and solved. The teacher was a strong link between the school and the home. When some one was ill or needed help, the teacher was, most often, the one first to learn of the need for help. She would send word to the parents where the help was needed. Besides being their instructor, she was their social welfare worker.

The teachers in the colleges, founded in the frontier days, were, for the most part, devoutly religious. Religion played a large part in most of the early colleges. The whole town might have been divided into quite antagonistic groups by a difference of religious opinion, within a college. The cultural life of the town, as well, was influenced by the leavening of social life by the professors of the colleges and their wives. The presidents of the social and literary circles were nearly always from this group. The Sunday School teachers and leaders were many times from the college faculty. Earnest Elmo Calkins, in relating about the founding of a mid-western college wrote, "The old board of trustees continued to give its attention to creating a town as a setting for the college, for which they hoped so much, the chief task being to promote the village, and the selling of more land to secure funds to erect a building. They were disposed to give lots to mechanics who would build immediately and practice their needed trades thereon." In those days, education and the village life were closely bound together for strength and unity.

As the country grew older and there was a distinct line drawn between the rural and city schools, many of the institutions which were adapted to rural habitats, functioned very poorly in the city. There seemed to follow a period when the schools went their ways and the towns went theirs. The social fabric of the cities became very complex because of their fast growth and our modern industrialism. The many different political affiliations of economic and social status were enhanced, and the racial and religious differences helped block community efforts. The depression after the World War and other factors all assisted in disintegrating the rural community life of earlier days. The result was that the schools and the situations of the communities were not in such close unison.

Recently, there has developed an urgent need for a closer functioning of the houses of learning and their environments, so the schools' programs now contain a curriculum that is causing the schools to move, "toward more organic relationships with their communities." They are based mainly on the direct study of local community needs, and some programs provide for the more limited or specialized interest of each pupil. The latter helps make possible a self-realization for the individuals that are being taught. There is a revival of vitalizing learning by giving the pupils the opportunity of studying community activities. A hearty cooperation of the citizens in this movement resulted. Just a few of the many concrete examples follow: the children participate in the municipal departments of the city once a year; the Community Chest and Red Cross drives are brought to the schools; the Parent-Teacher Organization has a leading part; the schools' buildings are being used for election booths; the buildings are filled at nights with adult classes; the military life is represented by the R. O. T. C.; and the requirements for graduation stipulate that a pupil must have a high standard of citizenship. These and many others act as a cementing process for unity and strength between education, as exemplified by our schools and the community life. When democracy was threatened, as today, our schools began an intense study of our Constitution and our government. Civic leaders and churches, all are lending a helping hand for better communities by encouraging youths in their learning, by giving scholarships, and by lending the facilities of their organizations to teachers and students.

Communities and schools have and are ever increasing their mutual cooperation, which is essential to the functioning of modern education. Our schools are a potent factor in meeting the situations of the communities. No doubt future historians will record the growth of the schools' contributions to public social service as outstanding social phenomena of this day and age. Our educational system today is carried on by our public schools, our private under-graduate schools, and our colleges, and universities of higher learning. All of these institutions must and do serve the community by developing cordial relationships with all public and private social services for strength and unity.

PHIL PRINCE, A12

A Students' Responsibility in Preserving Democracy

Second place—lower division essay

The glory of having the freedom to think, the freedom to speak, the freedom to read, the freedom to hear and to learn, and the freedom to worship is enjoyed by all Americans; but do we appreciate the privilege? No, we seldom think of these opportunities. We take what our fathers fought and died for, for granted. We never stop to think of how our ancestors fought to build this country into the land of freedom and equality that it is today, and they made it possible for us to enjoy that freedom. In a way, we are not to blame; for we have never known anything but a democracy. Probably, if we had ever been under a dictatorship we would appreciate more the freedom that we possess today; and we would then thank God for it. Certainly, we want to preserve this precious freedom for ourselves and for those who shall come after us, because it is the rarest of all God's gifts to man.

By using the privileges which are rightfully ours to the best advantage, we help to preserve them for the future. Let us apply this to the freedom to think. Disciplining ourselves in school to listen attentively in order to hear both sides of the question, being able to recognize and to throw off false propaganda, and finally arriving at our own conclusions, we are utilizing our freedom to think properly. Besides using our freedom for the preservation of America, it is also necessary for you and me, the students of today, and the coming leaders and voters of tomorrow, to assume and fulfill the responsibilities of good Americans by working to obtain a good education, by planning and looking ahead to that vocation we want to follow. Then we should work for that goal; and when we reach it, we should attempt to maintain that success, because no matter who we are, or what we do, there is always someone who is working and studying for our position in the world.

With the many duties and responsibilities that every good American student has in helping to preserve our great democracy, I feel that the following should be classed among the most important: the promoting of friendliness, not only among the people of the United States, but also among the peoples of the world, the proper execution of our duties as American citizens, the upholding of the standards of the American nation, the being well informed on all national and international affairs, and cooperating at all times with the people and the government, the believing thoroughly in America and its ideals, being convinced beyond a doubt that a democracy is the highest form of freedom for the people, practicing the art of tolerance toward everyone in all respects, and last but probably the most important, not taking America for granted, and feeling that what has happened in Europe cannot happen here. It can! That is why we must keep up our relentless working and fighting for the preservation of America's freedom, and remember what is worth having is worth fighting and working for.

By fulfilling these obligations, our great country shall never sink into a dark age of misunderstanding, of war, hate, and greed; but we shall remain the greatest democracy in the world, run by the people. We shall progress under the guidance of the people, and we shall all work for the people; then and only then will our freedom to think, our freedom to speak, our freedom to read, our freedom to hear and to learn, and our freedom to worship, have a perpetual life in America, the land of peace, understanding, tolerance and love. Therefore if the students fulfill their responsibilities and fully cooperate with the community, America's democracy will be preserved for all.

BURT KLEINER, A10

Strength of an Ideal

Second place—upper division essay

History relates that man's life has always been full of crises. In fact, life has at times been so difficult that its continuation to our present age seems a great wonder. Man has been able to endure the ice age; he has found remedies for deadly epidemics; he has outlived many centuries of warfare. In times of desperation and hopelessness, man has found the courage to face the facts and become master.

In man's struggles for existence, he has been encouraged and urged to go on by one strong ideal, to help build a better world. This ideal, the basis of every true ambition, drives mankind forward; it makes progress possible; it is the cause of man's development from a cave man to our present day poet and thinker; it will be the cause of more and more progress in the future, never permitting perfection.

This ideal is not only the driving force of the individual, but it is the inexhaustible source of strength of the community. This ideal advocates progress, and progress is strength. Strength is not satisfied with strength alone, but demands ever greater strength to stay strong. A progress-minded community cannot rely on the achievements of past generations, but it has to perform ever greater achievements for the future in order to retain its strength.

Now, we ask ourselves this question; does the school help to build a better world? Does the school contribute to the strength of the community? The answer to this question must be positive if the existence of schools be justified.

The fact is that the school is not designed to give life to great individual achievements, or even to produce genius. This is true because genius is a divine gift which no school can produce, and individual achievements are the product of years of thinking and experimenting for which only few schools have time or room. The school, according to John H. Newman, is rather "the great but ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at supplying true principles to popular enthusiasm, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of the private life." Our public schools aim at raising the educational level of society. Our educators, mindful of this ideal, strive to pass on to their students the culture which Matthew Arnold defined as "knowledge of the best that has been known and thought in the world."

Hand in hand with raising the standards of society, the school prepares the young generation for the struggles of life. At an early age it calls the children of the community from the snugger of their homes, and for the first time teaches them to work regularly. The children are allowed to struggle with the alphabet, with simple arithmetic and spelling. They, too, experience the satisfaction that is derived from a good job well done. They see that honest labor has its just reward. Soon, they realize that conscientious labor is the basis of all progress and that man's working power is his greatest asset. The young generation, thus accustomed to work, will by labor create values to enrich the community. It is a fact that a working community is the richest in the world, and that the struggle for existence in such a community is greatly facilitated.

Public education, therefore, has this purpose, to create a working society with high educational standards. History teaches us that a working, well-informed community is the ground on which progress grows most easily, and that it is the strongest in the world. All the great inventions of the human race have been made in countries whose population is working and whose educational level is rising. Our public schools aim, therefore, at making our community strong. They truly help to build a better world. They strive to educate a very high type of individual, a man, who is physically and mentally able to work well and smoothly, who admires the greatness of the cultural heritage that is handed down to him, and strives to pass it on to the next generation, enlarged and improved. This man derives a true patriotism from the knowledge that home, school, and community are but part of him, and that he is part of them. On the grounds of knowledge and patriotism, he loves the beauty of nature and art; he hates all crime; he respects his opponents and his friends; above all, he is a man who is able to look beyond the narrow limits of his locality, beyond the wider limits of his nation, into the limitless future of mankind.

The moment was great in the history of human progress when the first school was founded.

ERNEST GRUNWALD, B12

Dear June
Just now
hope to see you again
awhile - I'm going to miss
you terribly - It's been so much
fun - hasn't it - all the
happ' in the world - I know
you will be a grand success in
career -
Love
Jess

THE EBELL OF LOS ANGELES

Coordination of community ideas and ideals is made possible by the untiring efforts of a democratic group of women leaders who concern themselves with the economic, social, and political welfare of our nation.

Dear friend
Here's wishing you
loads of luck.
Barbara McIntyre



Hi! Gene:

Remember what
started us off -

G. W. T. W.

about it too
I hope to get to know
you better - Best of

luck for our
personality

you'll go swell
Elizabeth Ward

Gene is really
enjoyed our first
trip. I know
you really
remember one
G. W. T. W.

always
friend,
everyday -

Gene & Daisy

School and the Destiny of America

Second place—organization essay—Pierian

The world of today is a changing world, a world whose people are constantly encountering new obstacles on the speeding highway of life. Change has ever been with us, and ever will be as man continues on the endless trek of time. Yet, we are a part of a glorious caravan, whose riches are those of past ages. It is heartening to believe as Tennyson wrote, that each of us is: "... the heir of all the ages," and to hope the change that turns the wheels of time's caravan has as its goal the greater brotherhood of man. Nevertheless, it is admitted that with change much that is beautiful perishes. But the world's greatest beauties shall not perish, nor shall newer beauties cease to be created, for knowledge is deathless; and the light of intellect is invincible! Ruthlessness may curb it, restrict it, and seek to dominate it,—in vain! From the mistakes, the suffering, and bewilderment, greater wisdom comes with experience. Each succeeding generation, made wiser by the mistakes of the past, shall in its turn make fewer mistakes and suffer less. It is through education that progress may become an actuality.

History shows us that education always reflects changing social conditions in the world. Education in modern America must adjust itself to time's new trends because American society has been undergoing rapid alterations in its fundamental institutions and relationships, alterations, however, which should not cause a gulf to arise between school and life. Such a gulf is threatened by "industrial society," which, as George S. Count says, in *The Social Foundation of Education*, "is marked by various powerful and competing groups and interests, each of which seeks to impose its will on the school, forcing it into an artificial world." Thus arise contradictions between community and school interests, each of which helps to shape youthful lives and visions. The school encourages the spiritual development of the inner being; the community applauds the material accomplishments of the superficial being. The school creates with the intangible tools of logic and imagination; the community creates with the material tools of an industrial age. Contradictions like this do not tend toward strengthening community-school relationships. However, it is important to realize that the school points the way to better community life through influencing its youth.

The school is the great champion of democracy, knowing, as many maintain, no racial, political or religious lines, and offering equal opportunity to all. Patriotism is emphasized, with participation in patriotic exercises, which develop national loyalty, with the study of history that creates an appreciation of our political heritage, and with Student Body activities giving practice in citizenship. Furthermore, the school supplements good home influences and compensates for inferior ones. It fosters a love of beauty and a creative expression through the study of art and literature. Physical as well as spiritual development receives attention, in science, home economics, and physical education classes. Reasoning powers are developed in mathematical and science courses; and the skills, the time-honored "three R's," are not neglected. Education is more and more following the modern trend of stressing useful, rather than mere difficult or superfluous knowledge as important. We find the schools aiding in the shaping of individuals whose minds are stream-lined and rapid reasoning vehicles, capable of building solid blocks of logic as well as airplanes of fancy, whose bodies are eager and capable to leap, purposefully, into the current of life. If this ideal can be to some extent accomplished under present school-community relationships, how much more can be accomplished by their union?

School, industry, and business must join closer in the service education renders youth as youth prepares to enter industry and business. Churches, clubs, and of utmost importance, the family, must work with the school to solve common problems. It is the duty of these influences to mold community and industrial forces so that they, too, will have as a goal the greater brotherhood of man. We in America have a great heritage, both spiritual and material that can aid in this purpose. We have great national resources and natural beauties in counterpanes of fruited orchards, vast stretches of ripened grain, and sleeping cotton fields, forest-furred mountains, minerals, great oil fields pouring forth their murky treasure, and mighty machine power. The spiritual heritage of the whole human race has been brought to our country in a vast flow of immigration; and the principle of democracy, the belief in the dignity of all men, is fundamental. To attain such a society that will make full use of this heritage is the purpose of the school and the destiny of America. Surely with such a heritage and goal, conflicting forces can be swept away as America takes its place in the "foremost files of time."

GRACE BLUE B12

School and the Cadet

Tied for second place—senior A essay

The question, "What benefits are derived from a full military training?" has often been brought to the attention of the public, but never before has it been quite so forceful as at the present time. With national defense creeping into most conversations, parents often ask, "What will happen to my son if he is called to serve his country?" This is a natural question which rears its head in the minds of all fond parents. What parents most fear is that their child (whether he be five or forty, he is still their child) will fall under the evil influence of others, and that the years of fine, wholesome, home life will be completely destroyed. But now the student may have military training while still under the influence of his home.

In 1920, Congress passed a National Defense Act in which there were nine provisions, one of which created the Reserve Officers' Training Corps, or the R.O.T.C. This, for the first time in the history of our country, brought military training to public schools for those youths of high school age who desired to obtain the benefits which can be derived from such a training while still under the supervision of their parents.

Just what are the benefits of the Reserve Officers' Training Corps? The benefits are numerous. One quality which is developed in the R.O.T.C. is cleanliness. Regulations require a neat appearance; and consequently, each member has such a bearing. This aspect is not only maintained during the period devoted to training, but at all other times. A noticeable change takes place when an individual joins the R.O.T.C. His manner is transformed over night. His appearance is immaculate where once it had been neglected.

A desire to forge ahead is encouraged by all military leaders, for those who are today the followers will be the leaders of tomorrow. This desire to advance also embodies the spirit of competition, for in order to advance one must compete.

The patriotism which was embodied in our forefathers is again kindled in the hearts of all those who conscientiously receive the training as given by their instructors.

Another quality, that of initiative, is developed in the R.O.T.C. This characteristic, essential to every successful business man, is developed by this training. No matter how intelligent a person may be, he must have initiative in order to be successful. The public believes that an individual loses any chance which he may have to develop initiative upon entrance in the army. This is erroneous! When anyone enters the army, he must first learn to obey orders with the utmost efficiency. After this efficiency is acquired, the individual has an opportunity to advance in rank. With each advancement in position, the person encounters new and greater obstacles which must be overcome. These obstacles are defeated by the initiative of the individual, which always surmounts these impediments.

Neatness, desire to advance, spirit of competition, patriotism, and initiative are but a few of the many benefits which are to be derived from a military training.

"Isn't it a shame that we find it necessary to maintain a system of military training?" is a question that is often asked by those people who are ignorant of the benefits of such a good training.

With world conditions as they are, we must, and will strengthen ourselves. A spirit of unity is fostered in all military training which is indispensable at the present time. The individual is the basis of all military operations. He is the basic unit of the army, as the cent is the basic unit of our monetary system, but he is also taught that each unit must be coordinated with other units in order to make a success of any enterprise. The most exacting coordination is required in all military operations. Split second timing is an absolute necessity. Each individual knows his own capabilities, but he also knows that there are other individuals who are coordinating their efforts with his, all of which is directed toward a common goal.

One sees the unity of an army in a parade. At a command, the entire unit executes the desired movement as one. The cadence of the men is exact, though it was not that way at the beginning of the training period. The lines formed during the parade are beautiful to behold. All of this precision, this unity, is the result of hard work and the desire to reach the goal of perfection.

Military training teaches the horrible side of war which is seldom taught to the public; and as a result, the members of the unit abhor war. This is contrary to the popular belief that those receiving this training will become militarists.

The Great Emancipator once said, "United we stand, divided we fall." The military instructor is working hand in hand with the school, home, and community, welding the bonds of unity among all people, whether they be Catholic, Protestant, or Jew, whether of Asiatic stock or of European stock. This is an important factor in the unification of our country. The youths of today, who are being bound by common ties, will be the men and women of tomorrow. With this union of ideas, we Americans shall have a brilliant future, filled with success and happiness.

ROMNEY BALLANTYNE, A12

Public Education and World Peace

Third place—upper division essay

In this warring world in which we live, it is well for us soberly to consider that which we, the youth, can do to help solve the complex riddle of a lasting peace, a peace which is more than an armistice, more than a lull before another storm. Although America is still at peace, wars elsewhere in the world and the constant danger of our involvement help to stimulate our thoughts; and willingly or unwillingly, we are constantly made aware of the tragedy that enshrouds the earth today. It is, we hope, the last act of a hideous drama in which Hate, Greed, and Fear are the *dramatis personae*. Let us resolve that we will draw the final curtain.

With this, our preamble, we must chart our course; and we must not let disillusionment or despair alter that course. Further, we must realize that our goal may not be reached during our lifetime, possibly not for generations to come; nevertheless, we must keep that goal in sight and never let cynicism or skepticism enter our ranks.

Apparently there is not a formula for peace; if there were, it would have been discovered long ago. There are, however, a number of forces which cannot contribute to war and so help to establish a basis for peace. Foremost among these is a thorough understanding of problems of local, national, and international government by those concerned.

We all agree, I think, that the most satisfactory form of government yet evolved is a democracy, in which everyone has an active part in the affairs of state. A world democracy, a world republic, of which men since Plato have dreamed, and which would best assure a lasting peace, although not yet practicable, must be a goal toward which to strive. We know that democracies have not always been successful, but the singular reason for this failure is that the people were not prepared. No matter how great the desire to have it, democracy is not practicable until the sovereign people are educated to exercise their powers, and to reach thoughtful solutions to their problems. Thus, the problem of world peace has naturally and inevitably resolved itself into a problem of education of the masses; this education must be public and universal.

It is for us, the youth, to see that this momentous project of universal public education, which has had its successful beginning in America, is developed and spread beyond our boundaries, through the continents, to all men. By doing this, we shall be furthering the cause of a world republic, a congress of nations, which, we hope, will bring about an international desire for peace. It will soon be our task to rebuild a world ravaged by war. When that time comes, our program will be two-fold, to profit by the mistakes of our fathers and to incorporate into sound practical methods our highest ideals of government and of social and educational progress. It is for us to rebuild the world so that it will be a unit of intelligent, educated men and women, not necessarily thinking alike, but having a common educational background, able to settle differences peaceably without resorting to force. By a mutual understanding and knowledge of each other's problems, there will be cultivated a sympathetic, trusting friendship of each man for his neighbor, and an active, well-founded fraternity between men will result. We can well imagine that when that time comes, war will be spoken of only in the history courses. It will have been forgotten as a method of settling differences.

By a simple analysis into the cause of the present world conflict, we find that tyranny and a lust for power on the part of one individual are directly responsible. In the world of tomorrow, man, because of civic and social education, will be aware of the problems and dangers which face him. He will not submit to tyranny or allow one man the taste of usurped power. Man will be his own sovereign; he will bow to no despot. This is not merely idle dreaming. It is, indeed, a tremendous undertaking; and the obstacles are overwhelming. Someday, it shall become a reality because the ideal, the principle, is right and sound. Time only can prove its success.

When tomorrow has come and we have turned back the tragic, bloodstained pages of today and yesterday, the world we shall contemplate will be a better world. Perhaps society, as well as we, will realize that only an enlightened, educated world can rise above Hate, Envy, Jealousy, and Greed. All nations of the earth, fearlessly uniting, then shall strive together in a common cause to bring about an everlasting, an enduring peace!

DAVID COVELL, B12

Dear Luene,
I have many
fond memories of always
you that I shall always
cherish. I hope to someday
be a great actor, and that your
inspiration of the reason I
kind will be "Rat" out that I
forgot the song
dedicated to you.
Your friend
Garnett
C. Summers
"W.H. 1"
"Daly"

SALUTE TO THE FLAG

The flag raising is a simple and glorious ceremony which embodies the humility and pride of a democratic people with a common bond.



Dear Paddy
You're so darling and cute
and such a very grand fellow.
I hope I know you always
and keep in touch with us
when you go to Santa Barbara?

Lots of Love

Marjorie
Selman I

Education, the Investment of the American People

Third place—lower division essay

The American school, the training place for the youth of today and the leaders of tomorrow, is indeed the best investment of its people, for what cause is more worthy than the preservation of this glorious land? In these troubled times, the human mind is burdened with numerous conflicting ideas where clear and intelligent minds are indispensable in the following of the desired course. Upon analysis of the word "investment," it is learned that some form of return is preferable. The reward of such an investment by the American people is the education of their children in a clear, understandable, and intelligent manner, thus equipping them with those tools necessary for continuance of a normal and happy life.

As scholastic instruction occupies the major portion of time of today's youth, the student comes in contact, while in school, with those whose common interests are parallel to his. There, he learns to conduct himself, to bargain, and to compromise with his equals in those matters which concern them all, of which government is of primary interest.

New ideas of government are rapidly overcoming those ideals of a democratic form of living; consequently it is clearly illustrated why an educated people can well cope with such difficulties. Ours is the best educational system of the world; and its merits have been unequaled in the course of history for is not our nation, today, the greatest of all the earth in business and government?

Interest in the American school should and has occupied an important position in our existence. Interest too of the nation has increased as evidenced by the fact that, as better means of education have been developed and more fields opened for learning, the response has been splendid. Until several decades ago, school was drudgery in a student's life. Today, however, with the faster tempo of living and the complications of the actuality of gangster form of government plus the before mentioned facts, education, the most significant investment of the American people, has proved well its worth.

CARLYLE LEFKOVITZ, B11

The Fount of Scholarship

School seems to me as an Artesian well.
In which the nation's Youth is long enshrined
To gather knowledge, as the waters dwell,
Concealed from worldly light, until they find
The strength they need to reach the higher plane.
Then in a tumult of madcap delight,
The fountains, filled with power, rush to gain
The upper strata, there to show their might.
At first, their only thought is freedom's joy;
But soon the wise calm earth slows down their pace,
And lets the world at large their gifts employ
To make itself a still more fruitful place.
So, fresh from school, wild Youth flaunts learning's strength,
Yet gladly gives it to mankind at length.

MURIEL HURUP, B12

Sonnet to Education

O great white light that flames eternally,
You blaze aloft above the mortal throng.
How long you've lit truth's way courageously,
Yet flickered in the winds of hate and wrong.
I've watched your flame lift shadows, dark with doubt,
And leave the light of wisdom in their place;
And often I have seen you just about
To flash the gleam of learning to a face.
Yours is a flame that some would seek to end,
And ending it, would hurl the earth toward night;
But none can ever your great truths unbend,
For God, the Father, gave you deathless light.
I know you well, and I respect your worth,
For you are KNOWLEDGE, and I am . . . the EARTH!

BETTY JANE GERSON, A11

High School as a Preventive of Crime

Third place—senior A essay

Few people ever think of the high school as one of the institutions devoted to the prevention of crime. Yet, in addition to functioning as an educational institution, it acts as a place where youths who might develop criminal tendencies are given the opportunity to be adjusted to society and thus to become good citizens. Since crime in this country presents one of the most dangerous threats to the peace of the community, we may credit the high school with being a definite help by keeping our high crime rate from growing still higher.

The value of the high school as a preventive of crime can be gained from statistics which show that most of the common criminals in our jails and penitentiaries have not completed high school. This does not only mean that the education and intellect acquired in high school prevent crime but that the high school, while acting in an educational capacity, also prepares the student to enter life as a helpful member of society.

This fact was brought home to me while visiting a court, where, as each prisoner appeared before him, the judge asked the simple question, "How much education have you had?" This question made a very deep impression on me for it showed that the judge had discovered, after long experience, that criminal tendencies in some cases could be traced to a lack of education. The ways in which high school helps prevent crime are very simple and easy to understand although they are not obvious to most people.

One of the most obvious methods is the same system that reformers of criminals employ in teaching them vocational subjects. These reformers know that a lawfully profitable trade will tend to prevent a criminal's reverting to crime. So the high school, a few steps in advance of these reformers in teaching such subjects as typing, drafting, art, and shop work, gives the student an honest means of earning a livelihood. One of the frequent excuses for crime is that no other means of earning a living was available. So we see that in a direct way, by teaching a legitimate trade or occupation, the high school helps the student who might have reverted to crime on his graduation from high school to enter society as an honest citizen.

Another obvious way, which is very direct, is keeping the youth occupied constructively during the years in which statistics have shown him to be most liable to criminal tendencies. Since idleness is often responsible for starting youths on the wrong path, the high school day, consisting of six or seven hours and a few hours of homework at night plays an essential role in keeping the youths of high school age occupied, and in leaving no time for idleness.

Indeed, it is important to remember that during those hours of occupation at school, the student is meeting, in general, only those who will help build him. Principally among these are the teachers whose value as associates can not be over emphasized. In addition to teaching school subjects, they act as moral guides as is shown in the School Law of the State of California which reads in part: "It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils, the principles of morality, truth, justice, and patriotism." In high school, most of the friendships which are to last for the rest of the student's life are made; and since youths of the same ages make more worthwhile friends, the advantages of these associations are immeasurable.

Among the indirect ways, high school helps prevent crime are the high school subjects which require clear and logical thinking, such as geometry. Many criminals were never taught to reason logically; and as a result, we find them motivated to crime by unsound reasoning. So we may credit the high school with teaching youthful minds how to reason. If sound reasoning took place in the criminal's mind before the crime were committed, it probably would have never taken place, for nothing beneficial is ever gained by criminal action.

Still another of the indirect ways in which the high school helps prevent crime is participation in student government, a system which most high schools use. Here the student first gains a real idea of how society makes its own laws to protect itself. Previous to the time he entered high school, laws were made for him; but on attaining high school age, he found himself in the same position as citizens of a democracy on reaching the voting age. He is called on to elect his own officers and to make his laws. Learning to obey school rules made by students is a convenient stepping-stone to obeying laws of a community.

The importance of education in preventing crime, although not recognized by the majority of the people, is recognized by students of education; and as a result, laws have been made to make a high school education compulsory. All of us who have the privilege of graduating from high school should feel grateful for the opportunities and advantages our high school education has given us which will make us, in our future life, have a clearer sense of justice.

GEORGE POLINGER, A12

Free Education; the Gift of the Community to Youth

Third place—organization essay—Brush and Quill

The very word school embodies the hope of faith, security, freedom, understanding, and patriotism that we desire instilled in every American child. The school is the maker of tomorrow's citizens; it is the melting pot for all children regardless of race, creed, or color. The small boy or girl nurtured in the love and protection of its parents and home may embark with foreboding and misapprehension, on his first day at school. But his parents know that here he will have unwoven before him not only the fundamentals of learning, but the knowledge of love of beauty, hatred of vileness, and thoughtful consideration of others.

The ideal of free education, perpetuated in "the little red school house," has expanded far beyond the hopes of its early founders. The uppermost thought in their minds was the foundation of learning, namely, the three "R's." In that generation, further education depended entirely upon the child. The discovery of the exceptional child by the teacher was almost an impossibility. Grim determination on the child's part without cooperation of parent or teacher accomplished much. It was a hard struggle for the ambitious youth as he usually had not the facilities or time to devote to studying. Regardless of these seemingly insurmountable obstacles, it was the "little red school house" out of which came men highly esteemed today, with strong hearts and minds, courageous men who guided the destiny of our nation.

Over a period of years, the parents and teachers have been allotted more time for freedom of thought in which to aid in the advancement of education. Gradually, the school and the community have combined forces and developed together so that they are now closely knit. The school of today is a gift of the community to the youths of America. Thus, it becomes the bounden duty of each young man or woman to prepare himself to be a stalwart citizen in his future community. It is also his duty not only to repay the active community before him, but to fit himself so that he may help to improve the school for the benefit of the citizen to come after him.

The first step in the education of the American child takes place in the home, another educational center. Here his brain samples an appetizer of the intellectual and moral development to follow. Here he learns basic reflexes such as unselfish thoughts of others; love of family and of nature in her simplest form. The American parent has much to do in order to aid the mental and physical growth of his child. He must raise a standard for the child to follow. He must teach him the value of peace by the serenity of his home life. He must build a foundation in which the child will feel secure during the trying period of his development; and at the same time the parent must unconsciously instill in him self-confidence so that he will be fitted to fend for himself when he once becomes independent of his family.

The second step in the growth of the American youth is his school training. He is taught herein to develop not only physical and intellectual strength, but moral strength as well. He is taught self preservation, governing, or controlling of his emotions so that his body is the ready servant of his will and does with ease and pleasure all the work that it is capable of doing. The very backbone of our democracy as well as our community is education; for the good citizen must be well informed if that democracy or community is to be a success. Along with basic learning, the present student is taught respect for law, good sportsmanship and self education. The school is the natural place to practice the strength in unity so necessary to every community. One of the most apt examples of this strength in unity in the school is the drilling of an R. O. T. C. unit. Every boy is in step with those about him. Each member of the unit has an equal chance for improvement. Every single youth assumes the responsibility of making a success of the drill. Each young man in that unit cooperates with the other members of that unit. That is the strength in unity.

The third step in the growth of our American youth is his own application of the education that he has received in the home and in the school. He uses his intellectual education to make him prominent in business. He uses his physical education to maintain his strength of body, and he practices clean living. He uses his moral education to make him an outstanding member of the community.

In this ever changing world, there is every possibility of education's becoming ever more advanced than it is today. With a good deal less, the founders of our nation accomplished great deeds. Therefore it is self-evident that our generation with the opportunities afforded today can do much to satisfy the nation's needs in order to retain its freedom of democracy. Thus, the school and the community go hand in hand as the bulwark of our nation.

BETTY HUSE, A12

The very best of
everything to a girl
I have certainly
enjoyed knowing
Mary Frances Crosby

Best of luck to
a super girl its
been well knowing -
Lee Ray

THE MEMORIAL COLISEUM

Within the modern walls of an ancient Roman pattern dwells the spirit of sport, keeping alive the ideal of free living among Americans, young and old.



Dearest, dear Sam

Gosh, what can I say - we've
had so much fun together & you've
come to mean so much to me -
I hope, you are my dearest
friend and

America Is My Heritage

First place—lower division short story

I am an American. Not so long ago as I stood on the deck of a vessel entering New York Harbor, these were my thoughts:—this is my tale.

Ahead of me lay knowledge, success, and a democratic government. The Statue of Liberty was beckoning; the strong towers of freedom were welcoming; America was mine to conquer. At the end of my vessel's wake—over the moon, it seemed, was the sea-port town of Cuxhaven, Germany, where I was destined to be born a little more than a decade ago. My mother died at my arrival; and my father, already old, mended nets on a ramshackle wharf where our humble home was located. At six years of age, I assisted father in his trade while the other boys of the village pursued the blessings of knowledge. Father and I lived in utter poverty. Rarely did we have good food. It was a sincere source of grievance to me, even at my young age, to watch my father sicken and grow feeble.

One night, several years later during the thunder and chaos of a winter storm, I was struggling down the road towards the little pier and our home when I passed the village tavern. A sudden peal of thunder, a blinding flash of light, jolted me to the realization that the innkeeper was calling my name. "Karl, Karl," he bellowed, "tell your father—tell him Germany has a new order,—Adolph Hitler has been made Chancellor." As I was too young to realize the momentous significance of this statement, I received it calmly, probably saying to myself, "Germany is tired and needs a new leader."

On reaching our pier, I found it laboring and trembling with the crazy sea tearing at its foundations and the spray-burdened wind causing the heavy shutters to open and close with irregular spasms of noise. By crawling along the slippery deck, I attained the entrance and found, to my amazement, that no fire burned in the stove, and that father lay full length on his bed, which was near our only window. As I approached him, he opened his eyes and extended his hands to me. I stumbled down beside him in an agony of fear. Father never before had looked so ill. I quickly told him of my trip to town and of the innkeeper's message of the new German order. This bit of news caused his hands to tighten, and he turned his face from mine. In time, he raised his arm: and pointing to the mad sea said, "My son, over the horizon lies a new nation—America. It is a nation where men are not mere cogs in a vast machine, but where they are free, where education is a part of living, and knowledge is an essential of life. I am going to die; but before I go, promise me that you will make America your home." I promised amid tears. Then he closed his eyes; and, after a time, peace seemed to soften the pain; and he slept.

After father's death, one word remained deeply cemented in my brain—America. Knowledge, success, and a democratic government all awaited me in this promised land. Could I make America mine? Would America accept me? These questions tortured my soul.

I was now thirteen years of age: and, from my earliest remembrance, I had always spent my spare hours pursuing knowledge and education. Happiness was not mine until I reached school, and my greatest pleasure was in books. Odd you say? Yes, it was strange that an active boy should spend every minute he could steal seeking that almost intangible something called education. But I was infatuated with it; and Cuxhaven offered little indeed, to satisfy my wants. Father's death, however, made me alone responsible for my well being. I went to school every day until noon. The time remaining was devoted to mending nets, for money and food were scarce necessities.

One element, however, kept me from departing from Cuxhaven with the idea of transversing that span of water between heaven and myself. This element was my school teacher, Frau Glinburg. She was the round, pleasant type of woman with a flat red nose and a maze of flaxen hair pushed into a ball on top of her head. Obviously, she loved the school and all of its children. As for me, I frequently suspected her of an almost maternal pride in my accomplishments. Many a dinner I enjoyed with her family, and gradually came near to their hearts as they came to mine. This family had at its disposal a vast amount of literary material, or so it then seemed to me, for they were all incessant readers. Most of the past masters of the written word, as well as the recent ones, were represented in this library; and I devoured and absorbed these books until very few were left for me to read. Every Friday night, the family gathered around the great fireplace; and we talked of current history, frequently of Germany and the new order. We all, at that time, thought the new order was best for the Fatherland; but we knew only too well the sacrifices that were expected of us.

One night, I told the family of my intention of going to America so that I might secure a better education. The kindly Frau told me that going to America would cost great money, of which I had none. She then suggested that for the next two or three years I should mend extra nets and do more chores about the village, and then maybe America would be mine. This somewhat dashed my wish for departure, but I knew that someday my dream would come to pass.

One day in school, we waited for the good Frau's arrival. Finally she entered. Her eyes were wet, and she pulled at a kerchief between her fingers. Striding before her was a pompous little man—our new teacher. He was an ambassador of the Reich, sent from Berlin to instruct us on totalitarian doctrines. From the moment he entered my vision until the day's end, my hate for him, and what he represented, increased. His teachings were not, to my knowledge, the truth; and his attitude was infinitely belligerent. The minute hand on the great clock moved much too slowly for my comfort; and when school finally closed, I hurriedly left the class and went directly to my house. On entering, I threw myself on the bed by the window, and sank my head in my arms. Suddenly, my father's words returned to me; and I wondered if I could possibly escape Germany, and reach the United States. Breathlessly I arose and surveyed the sea for a possible savior. It was then that my eye caught the sight of an old fishing barge that belonged to Captain Krupper, a friend of my father. I knew the captain's fishing grounds were off the Frisian Islands of Holland. Immediately my plans were matured.

After gathering a few of my prized belongings, and, telling the Frau goodbye, I pushed off in a small rowboat. I went to the captain's vessel, slipped aboard, and hid in a pile of nets. Just as the sun melted in the sea, I saw behind me for the last time, perhaps, a dark line of land called Germany,—a Germany which had made war its god and condemned peaceful principles. Eventually, of course, I was discovered; but after telling my story to the captain, he agreed to assist me.

And so finally I made America mine. The people of the great nation accepted and helped me secure a strong foothold in their society. A splendid university accepted me as a student. Great and learned teachers taught me the truth rather than traditional falsities invented for diverting fact into channels best suited for a dictator's doctrines. All the books and education I wanted were free, part of an American heritage, a heritage I love with all my heart. Night schools are open to day workers and there are schools for industry, schools for business, and schools for the mechanically inclined. Education is indeed an American essential of life.

Many times since that night when I first visioned Democracy on the deck of that vessel, pushing its way into New York Harbor, a picture of paramount significance is flashed on my brain—I see it again and again, and realize more strongly the profound heritage that is mine to hold and protect. I see the citadel of freedom—I see The Statue of Liberty beckoning, the strong towers of independence welcoming, and again I know—America is mine to conquer.

DAVID FREEMAN, B11

The Graduates

In hesitant procession—lo!
In blue-clad youthful dignity they come,
Matching nervous stride to measured music—slow
And stately.

Reflected in their tear-blurred eyes
Are mingled memories and blue horizons.
Childhood ling'ring mocks the new born pride; defies
Maturity.

The muffled melodies are stilled,
And Eloquence, staccato, fearlessly
Flings the echo of a challenge. Souls are chilled
In glory.

An orator, inspired by youth
And virile flame, proclaims in accents clear
The wondrous splendor of America—with Truth
Eternally.

He kindles flames ne'er roused before,
In glowing terms explains their newborn powers.
"You must ever stay the guardians of the door
To destiny."

Such moments do not last for long.
This too is gone, and yet—there lives a dream.
These graduates will proudly seek a nation strong
In unity.

MARY ANN NELSON, A12

And This Be Our Motto

Honorable mention—upper division essay

Since the founding of these United States, the unofficial watchword of our nation has been "Strength in Unity!" Those three magical words have meant our salvation; indeed, they were the tools with which our democracy was created.

Do not imagine that the formation of our unique nation was a matter of chance or even of necessity. Back of every word in the Declaration of Independence, back of every line in the Constitution, move the dreams of a million men—men who wandered through the world, vainly seeking a fabled land of freedom. Two thousand years were required to crystallize those dreams—two thousand years of thinking and planning, of persecution and conflict, of philosophy and flickering hope. The men who finally made them come true are known today as the fathers of our country, our first patriots.

Had not those early patriots of ours stood adamant, had they not presented a united front to the world in defending their ideals of self-government, those ideals might still be but dreams. Only through unity did they acquire the strength to wrest a democratic nation from thirteen dissenting states. We are the heirs of those dreamers. We are the reapers of what they fought to sow. How few of us realize the full import of the great gift bestowed upon us!

Until recently, we looked upon our harvest as a certainty; it was there, ready for us to gather. Now, as a horde of locusts descends on a field of grain, a great threat is hurled at our legacy, the legacy which we have taken for granted, which we have even stooped to ridicule at times. On all sides of us, we see our sister democracies crumble like so many walls of sand. We suddenly are faced with the realization that we are the only nation left on this earth to uphold the new-born traditions of democracy, that we hold a lonely torch in the blackness of oppression in which all like torches have been quenched. If we are to keep this single torch undimmed for posterity, it behooves us to forget our petty differences, racial, economic, and political. We, as did our forefathers, must present to the world a united front in defense of our system of government, our Way of Life.

So we students, the future citizens of America, find our work laid out before us. Into our hands will be entrusted the task of keeping our lone torch brightly burning. If we fail, the work of all who went before us will go for naught. We must not fail! We will not fail!

Let us put nothing before our country's cause. Let us willingly sacrifice our personal interests, realizing that without a democracy, those interests would be worthless. In other words, let us unite in working for a stronger and, at the same time, a truer democracy. And this be our motto, by which we may attain our goal: "Strength in Unity!"

MURIEL HURUP, B12

Two Factories

In the dancing dust waves,
Cold, racing factory wheels,
Lifeless, robot fingers,
Assemble grey-blue steels.

Look to a thriving workshop
With pulsing cogs and bands,
Intangible the products
Of bloodwarmed, eager hands.

Exact are the dimensions
And keen the press or drill,
But Time tears down the products
Of the factory workers' skill.

Time reaches with long fingers
To mar what it can find,
But knows not how to tarnish.
Great bulwarks of the mind.

* * * * *

World churning, cities burning,
Wheels turning, students learning!

MILLICENT ROSE TAG-VON STEIN, B12

Irene
Remember that ol friend
of Baylis's It's been swell
knowing you
Dont forget
Charles Mulwand

Irene,
Best wishes
always to really a swell
girl. Give one with the "curve".
Bob Everett

GRIFFITH PARK

Within a sheltered valley, nature's gifts of outdoor life are enjoyed in community playgrounds which are founded on the principles that healthy minds are the product of healthy bodies.



Dear Pee Wee:

It sure is good to see you.
I'd like to see your graduation tonight
but I've a date with a friend of mine.
You shouldn't make yourself so scarce.
Carolyn and I are cooking up a picnic
and we will invite the mob. Especially
that potent S.A. Gal. When I started
writing on this page I expected to fill
it up but I'm running out of
inspiration. You know how
small I think you are so there is no
need of telling you that. You can't
help but have all the luck in the
world so there is no need of wishing
you loads of luck. I'll hope to see
more of you in the future Pee Wee.
See you later

Good of Love

Harry

School: Basis of National Understanding

Honorable mention—senior A essay

The school, basis of national understanding and foundation of intelligent reasoning, is a symbol of our progress as a nation. Jefferson theorized that a democracy could not succeed unless the people not only were instructed in, but, furthermore, understood the fundamental principles on which our nation was founded. As a young nation, we were finding ourselves continually embroiled in some type of conflict. This was due, among other causes, of course, to the lack of schools with which to educate the people so that their minds could perceive the truth of these principles. Today, the vast majority of citizens understand this democracy because of our national school system.

When we are capable of national understanding, our minds have reached the point of development at which we are able to have mutual feeling of comradeship and of fellowship with the country as a whole. Moreover, we sympathize with the point of view of another person; we hold respect for the opinions of others for we know full well the influence of public opinion. In addition, we are capable of national understanding when our intellectual capacity has expanded so greatly that in the brain is room for the birth of new ideas, which, when properly expressed have a tremendous influence on the well being of the nation. This intelligence gives one the power to think for oneself and the independence from the habit of relying on the suggestions of others. When schools encourage independent thinking on the part of students, instruction can build up a bulwark against suggestion and organized propaganda.

In Jefferson's theory of education, literacy of the masses was the mainstay. He reasoned that a literate public had the ability to understand the principles of democracy and thereby attain true self-government. Moreover, he thought that a literate public could establish a wholesome public order because of its capacity to distinguish between right and wrong. In spite of this, however, the mere ability to read and write raises no extravagant presumptions on the part of the person who has it. In addition, most men are much more apt to permit thoughts to flit through their brains than they are to think. For these reasons, then, it is necessary that the schools enlighten man, train him to think, and teach him to understand his country and its subdivisions, the states.

Everyone knows of the comparative inadequacy and inefficiency in American schools, for example, in the years preceding and during the Civil War. Consequently, the people were sadly lacking in this national understanding. We must remember, however, that the United States was becoming the home of a huge number of illiterate emigrants, still well versed in their "inveterate antipathies" which claimed so much of their time in the home land. All had heard of George Washington, and all respected him. In spite of this, but few were able to attend schools at which they could learn the principles for which he fought. Consequently, through the media of agitator's use of suggestion and propaganda, the people of the industrial North and the people of the agricultural South seized upon the notion that one was trying to force the other into subjection. Men played up such issues as States Rights and Slavery. Since many people were uneducated, they could not perceive that these were the sly tricks of politicians. They could not understand the other man's point of view for the simple reason that they had not even a smattering of true national education. Therefore, because of the lack of schools and the lack of proper education, the public had little ability for intelligent reasoning or for sympathetic understanding. Let us remember that the Civil War was like an iceberg. Only a small portion of its substance showed above the surface.

Now, the improvements wrought by modern schools are miraculous. By teaching the history of our country and of our government as well as a knowledge of other nations and governments, the schools help to develop an appreciation for the American way of life. We are given a clear conception of the rights of the individual under our government; we are privileged to practice in this same form of government. Moreover, we are taught respect for the opinions of others; and gradually, we obtain an intelligent reasoning and sane sympathies for our country. Our intelligence tells us which are the ideas of the insidious type of politician and what is truth. Gladstone's following words summarize admirably. "I am convinced that the welfare of mankind does not depend on the state or world of politics; the real battle is being fought in the world of thought." For these reasons, we are enabled to grasp an unobstructed understanding of our people, our country, and our government.

National understanding, then, is the ability to discern between propaganda and truth, the skill to achieve a national, united fellowship, the ability to respect and understand another man's opinion, and the desire to forward Democratic ideals and principles. This can be accomplished only with a literate public, not persuaded or convinced by self-centered politicians, but one which is able to attend our schools and be taught to understand. Based on understanding, based on intelligence and sympathy is the pillar on which democracy rests. Based upon our schools is our tower of strength-understanding.

ROBERT JOHNSON, A12

Weighed in the Balance

First place—upper division short story

"Our high school is unnecessary to our community, and a drain on our public funds." Selectman-farmer Hank Fisher just about summed up the spirit of the evening's town meeting with those words about a year ago. We, the citizens of East Newbury, a thriving little New England town, are very proud of our local government—mainly because we are the government. In our fortnightly town meetings, we argue, debate, pass laws, allot money; in short, we do everything that a mayor and council would ordinarily do. As a rule, our credits exceed our expenditures; and the town ledger is written in black ink; but last year, things went differently. The hurricane and floods did considerable damage, and the town treasury found itself weakened as a result. It was in the next meeting that the subject of our high school was broached as a possible place in which to cut down. I have no idea why they chose the high school to pick on. I had always believed that the community regarded it highly. But when one is hit by an economizing urge, he does not care much where he begins. Person after person rose to his feet and condemned the school as "costing too much," "wasting our money," and "teaching nonsense." I said nothing. I am one of the teachers, and my opinion would probably have been regarded as biased. Before we returned to our respective homes that night, we had almost unanimously voted to close the East Newbury High—indefinitely. "We can teach them everything at home," said confident parents.

* * * * *

That was in October. The first repercussion came early the following January in the form of a letter from the mayor of West Newbury, our nearest neighboring town. For the past five years, our high school had been having football matches with his high school annually, with a handsome silver loving cup as prize. For the last two years, we had held the cup. Now, our neighbors felt that they should have it back. They had a team, but we had none; therefore we had lost by default. We were forced to agree with them. The cup was shipped away the following day.

In March, when the local court opened, I walked over one day to visit with Judge Morgan. The judge is a particular friend of the high school because every year he picks one boy from the senior class to act as court reporter. This is a great honor, and the position is always keenly contested. This time, however, the face behind the desk was not a familiar one.

"Who is he?," I asked the judge.

"His name is Adams," was the reply. "I had to go to the city to get him."

"But didn't any of our boys apply?"

"Yes," said the judge, "four of them. But only one could write legibly, and his English was poor. Sorry."

He was no more sorry than I. Toward the end of June, I paid a call on Foster's General Store to purchase some needed supplies; and I found Mr. Foster's son George, aged sixteen, working behind the counter. Among other items, I asked for enough cans of a certain brand of soup to last me six months, provided that one can was sufficient for two meals. George worked over this problem for ten minutes, then called his father. I didn't wait to hear the scolding.

At about the same time, our local police chief told us that the juvenile delinquency rate had risen from a mere one per cent at the beginning of the year to five per cent at the end of six months. I remembered having seen increasing numbers of young people clustered on street corners with nothing to do. Then there was the matter of young people's "socials." These had been formerly conducted by the high school at the high school; but now that it was closed, the responsibility rested on parents' shoulders. These could not carry the burden well enough—"My house is too small, it costs too much to hold parties every month"—so the "socials" became very few and far between, with a resulting grumble from the youth.

All of these incidents were symptoms. By now, everyone was secretly disgusted with the situation which had developed from the high school's closing, but it had been voted, and no one wished to admit openly that the move had been a mistake.

Then, one evening last month, Selectman Hank Fisher was late to meeting. We had just about given him up as sick when he came stamping into the room with his wife, sat down in the last row, and looked mad as a hornet. When the chairman turned the meeting over to the floor, Hank fairly leaped to his feet.

"Mr. Chairman," he said, "I was late tonight for the first time in many years. The radiator on my car is cracked, and I had to drive the horse and buggy. Last night, I told my son to empty the water from the radiator if the temperature was freezing. He told me this morning that when he looked at the thermometer, it read thirty degrees. He thought that zero was the freezing point, so he didn't bother to empty the water! What makes me angry is that if he had attended high school this year, as he should have, he would have learned the freezing point of water. But he did not attend high school because it was closed; and that is our fault."

Then he launched into a tirade against himself and the rest of us who had voted for the closing, and ended with a motion to the effect that the high school be reopened. I think that when he started his speech, he must have felt all alone in the world; but a wave of applause greeted him at the end; and his motion was almost unanimously passed. Several people stood up and admitted how foolish they had been. I said nothing. My job as teacher was restored, but it was not that which made me overwhelmingly happy. Our school had been weighed in the balance and found indispensable.

RICHARD WATSON, A12

Two Sonnets

First place—upper division poetry

SCHOOL SPEAKS TO THE COMMUNITY

Long has he labored in my cloistered halls,
So young, so fearless, and so mildly brave.
Long has he walked within my hallowed walls,
In search of knowledge, which I freely gave.
Well has he heard the surging bannered tale
Of progress and the legions of the past.
With learning as a helpmate can he fail
To make life's sacred truths forever last?
And now that he has made the vision true
Which showed that he must make the past his own,
I give him gladly to the care of you—
The soil is furrowed, and the seed is sown,
His heart is ringing with the song of truth;
Accept him gently, for he is the YOUTH.

THE COMMUNITY ANSWERS

I rise to take the heritage you give;
And gently, as you say, I take his hands.
He comes to me, who has begun to live;
Before he dies, he shall have touched all lands.
Though sometimes, the long road may seem too hard,
And he may wish to cease his weary plod,
He shall not stop, though tender heart be scarred;
For, always, he will hear the voice of God.
I do not fear that he will not go far
To reach the vistas of kind wisdom's truth.
Perhaps, someday, he'll find upon a star
The secret that will save mankind. For youth,
I have no fear, I know he will succeed—
WISDOM the soil, DEMOCRACY the seed.

BETTY JANE GERSON, A11

Youth's Heritage

First place—lower division poetry

Here are the bending heads, the flashing hands;
Here is the source of knowledge close beside.
Here anxious eyes scan eagerly a page
To ponder over words which never died.

The golden days, the blackened days behind
Are recreated by a master's pen;
Dead souls spring up and cross again life's stage
To show the age-old traits of stumbling men.

What dreams, what fears, beset you as you read?
How long, to you, are roads which lie ahead?
What false, what timid statements fade away
To show the glowing truth for which men bled?

Groping youth, find here the pointing signs
Toward future years, built by your steady hands;
Take with you this—your rightful heritage,
To help you in your quest through distant lands.

CONNIE CARHART, B11

Guardian of the Flame

Second place—upper division poetry

As the fawn gains strength from each rich draught
Of the doe's sweet milk,
And a beautiful flower blooms from the life-giving sap
Of its roots,
So the great white light of American Learning
Grows clear and pure
Under the care of the power that kindled and nurtured it:
The Community.

MURIEL HURUP, B12

Trade of Luck
and success to the.
Queen of Personality
and one of my pals.
Marcel Charley

LUCK ALWAYS TO A
SWELL girl I have
ALWAYS Admired
PAUL BEDNARD

LOS ANGELES HIGH SCHOOL

The masterpiece of nature and the achievement of man, the faultless beauty of God's handiwork, and the tower of man's free school, all offer boundless spiritual benefaction.



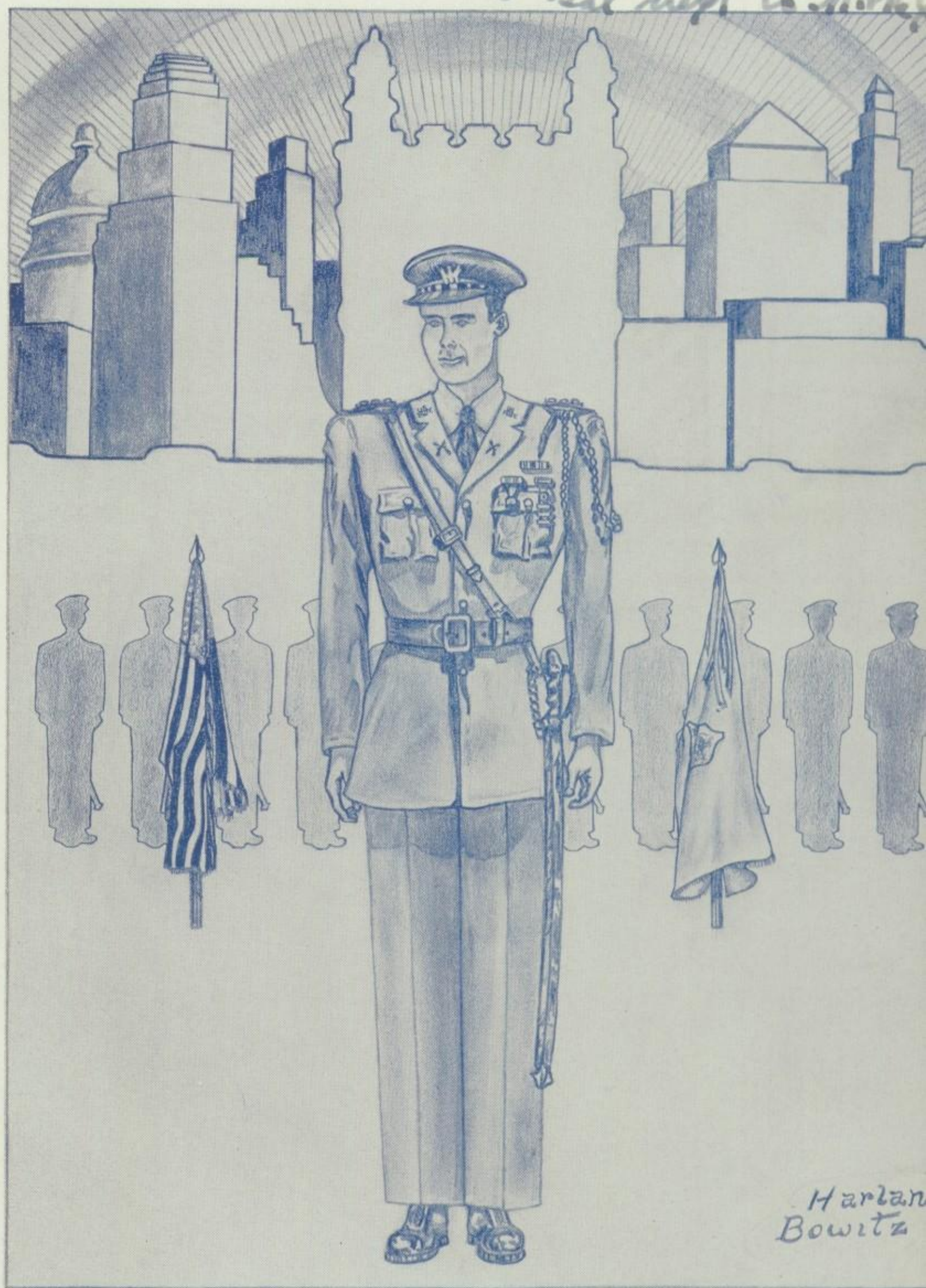
dearest Jane,
Best of luck to a sweet &
swell girl who never snubbed
anyone. I know you'll go
places cause anyone with
the personality you have
couldn't help but be the
top.

Lots & lots of love,

Coralie Alexander

to a student
Lots and lots of
luck in college
and I hope you have
all the happiness in
the world because you
deserve it.
Cordelia Hogue

Good Luck to 2 swell
gal of Chemistry II.
Harlan Bowitz - the guy who
set up to Shirk





Sentinels of Freedom

We, the students of America, should be thankful that we live in a great country such as ours, where there is no racial hate, nor extreme poverty, nor desolation, but an equality between all. In Europe, war is running rampant over the entire continent and is leaving hate, poverty, pestilence, and desolation in its wake. There, whole cities are destroyed in a single day; here, new communities are created.

Americans have a brilliant future, filled with beauty, success, and happiness; but our democracy will survive the turmoil of this world just so long as we are united in one cause, led by our flags, the sentinels of freedom.

US



US

Lieutenant Robert M. McHargue

Between the Military Department of our school and the community in which we live, there exists a particularly close and direct relationship. Evidence of that relationship is best seen in this emphasis of the R. O. T. C. course upon training for citizenship. Too frequently citizens in democracies learn to demand their privileges but fail to learn that there are obligations and duties of citizenship—sometimes stern and exacting obligations—that must be fulfilled if their privileges are to continue.

If the R. O. T. C. course of instruction is effective to any degree, it will impress upon its students the realization that there are responsibilities of citizenship, and that preparation and training for the discharge of those duties are essential factors in every American's education.

The administration of the Reserve Officers' Training Corps pledges itself to continue to demand from its students the strictest observance of school citizenship in the firm belief that training in proper school conduct is a necessary prerequisite to successful and honorable citizenship in the community.

ROBERT M. McHARGUE

Sgt. James N. Lawson

Mrs. Lena M. Morgan



I hope
 the best of
 all to a really sweet
 girl. I've enjoyed
 knowing you & may I
 see you in the near future.
 Sincerely
 Bob Oram

STAFF

STAFF



Lieut. Col. Ballantyne
 Major Hutter
 Captain Tyre
 1st Lieut. Covell 2nd Lieut. Oram 2nd Lieut. Hoage

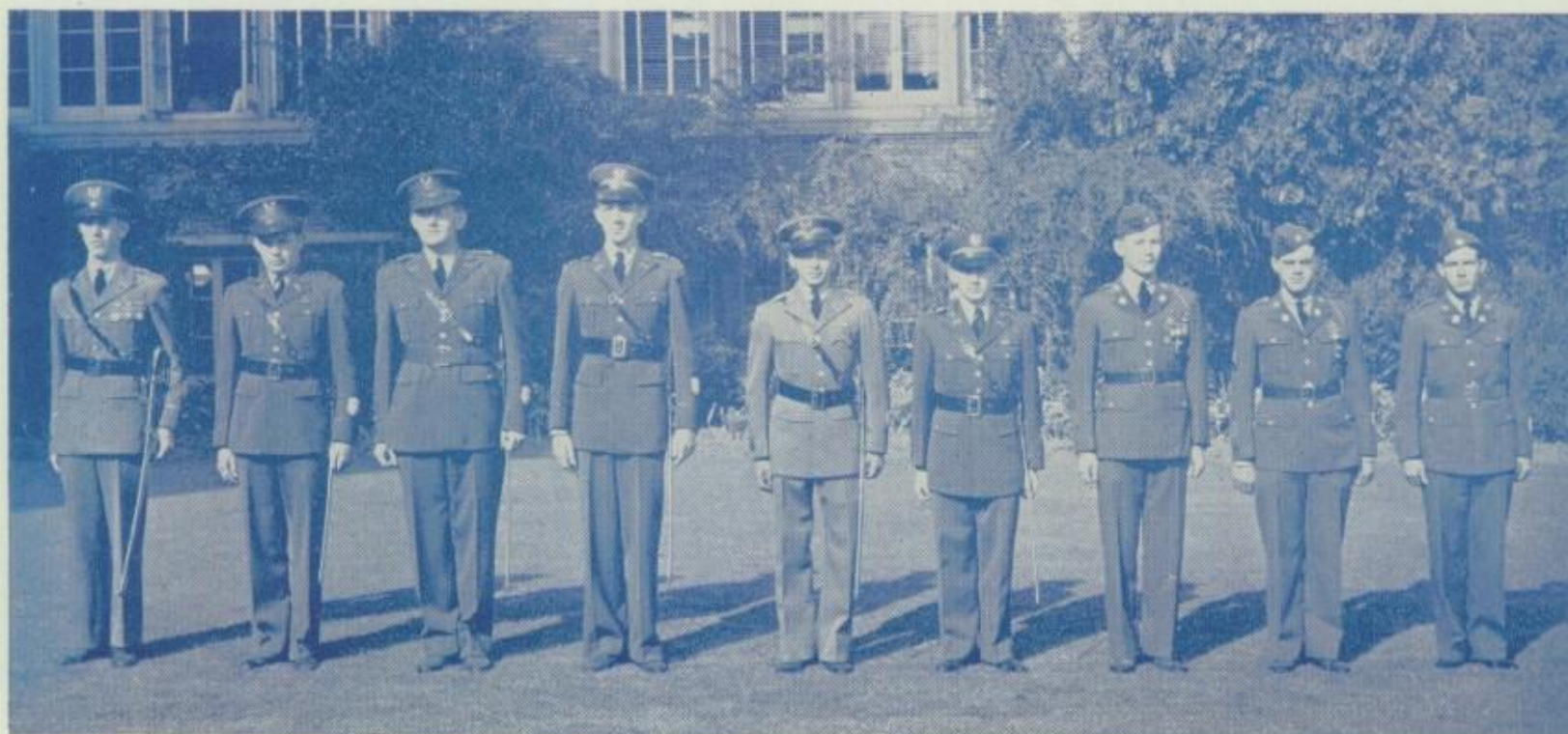
STAFF

Lieutenant Colonel Romney E. Ballantyne.....	Commanding
Major James R. Hutter.....	Executive Officer, 2nd in command
Captain Norman G. Tyre.....	Plans and Training Officer
First Lieutenant David G. Covell.....	Assistant Executive Officer
Second Lieutenant Robert C. Oram.....	Adjutant
Second Lieutenant Grant Hoage.....	Personnel Adjutant
Staff Sergeant Alan D. Gold.....	Senior Color Sergeant
Staff Sergeant Winthrop Fish.....	Junior Color Sergeant
Staff Sergeant Robert H. Cowan.....	In charge of Armory

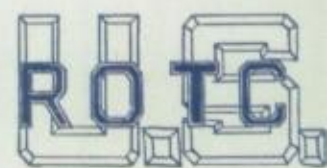


Sgt. Cowan Sgt. Gold Sgt. Fish

Battalion Headquarters



Company A



1st Lieut. Ladd *Captain Johnson*
2nd Lieut. Grimes *1st Sgt. Dover*

COMPANY A HEADQUARTERS

Captain Robert W. Johnson.....	Commanding
First Lieutenant Donald Mc. Ladd.....	Commanding first platoon
Second Lieutenant Thomas F. Grimes.....	Commanding second platoon
First Sergeant.....	Edmund Dover

SERGEANTS

Richard G. Herlihy
 Robert R. Lindsay
 Roger R. Stewart
 William S. Swain
 Edward L. Winetroub

CORPORALS

Dalton F. Danon	Robert Rowlett
Irving C. Day	Richard W. Vivian
Robert R. Pontius	Roy Wheeler

Company A—Honor Company for September and October





Company B

1st Lieut. Lind *Captain Arthurs* *2nd Lieut. Nusbaum* *2nd Lieut. Harris*

COMPANY B HEADQUARTERS

Captain Robert E. Arthurs.....	Commanding
First Lieutenant Homer B. Lind.....	Commanding first platoon
Second Lieutenant Keith C. Nusbaum.....	Commanding second platoon
Second Lieutenant Harold A. Harris.....	Commanding third platoon
First Sergeant.....	Jackson E. Hughes

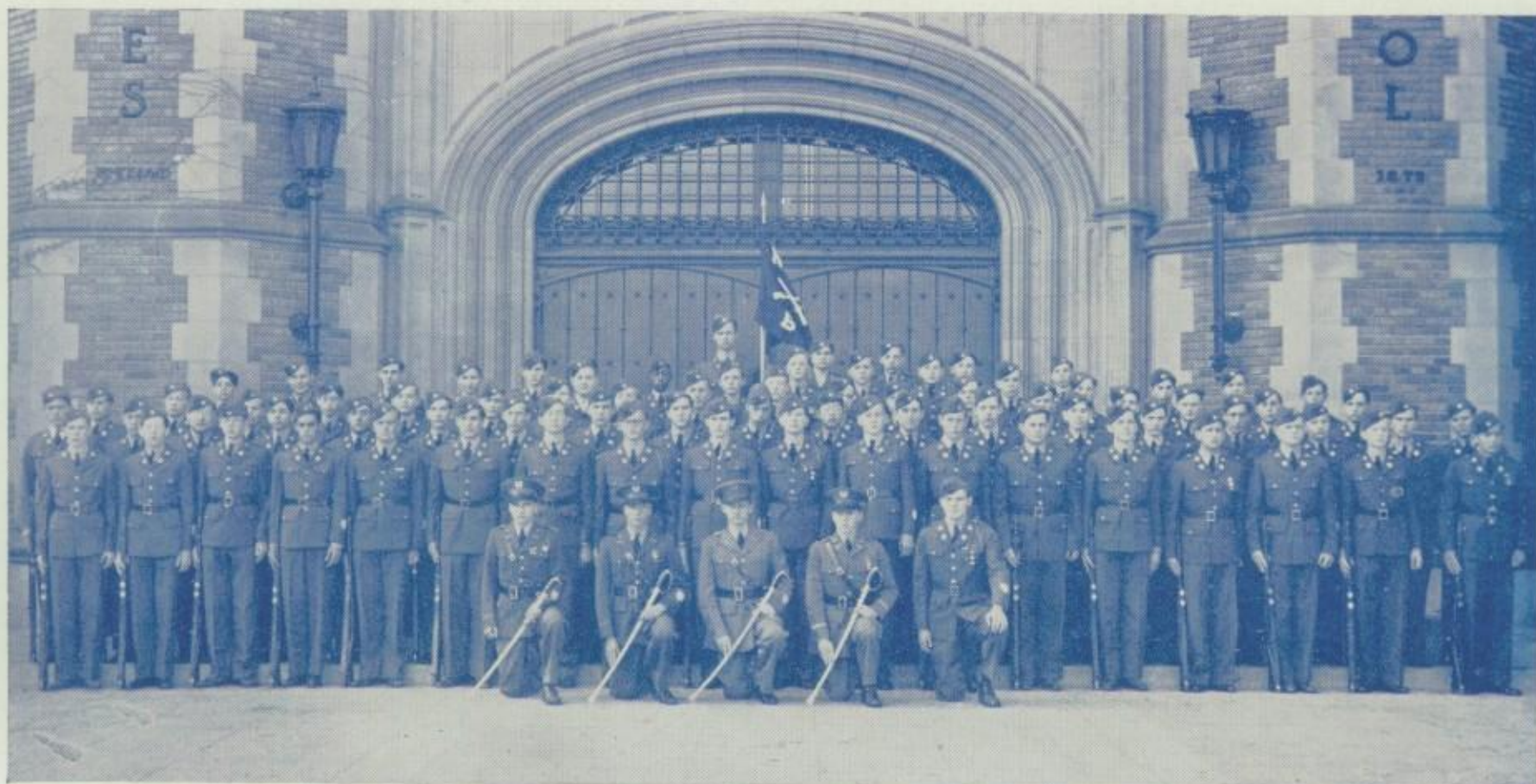
SERGEANTS

Herbert F. Doty	James B. Kennedy
Myles W. Gahan	William J. Riemer
Robert Green	Richard H. Robinson
William H. Watts	

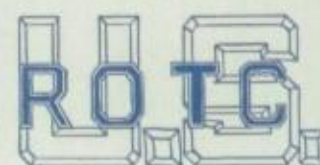
CORPORALS

Yoneji Fukunaga	Donald B. Prell
Morton A. Granas	Leo B. Stoller
Donovan G. Kendall	Richard Watson
Bernard V. Maxson	Glen R. Wyman

Company B—Composed of first year students in R. O. T. C.



Company C



Captain Weber

1st Lieut. Cole 2nd Lieut. Hampson 2nd Lieut. Irvine

COMPANY C HEADQUARTERS

Captain Albert E. Weber.....	Commanding
First Lieutenant John L. Cole.....	Commanding first platoon
Second Lieutenant James H. Hampson.....	Commanding second platoon
Second Lieutenant E. Terry Irvine.....	Commanding third platoon
First Sergeant.....	Donald M. Mayer

SERGEANTS

William Campbell	James A. Hrabetin
Richard D. Creighton	Richard E. Slyfield
Leonard Z. Friedman	Robert G. Swan
William Harris	James M. Weinberg

CORPORALS

Brooks Bernard	Clarke Smith
Lothrop Mittenenthal	James L. Strahan
John K. Paden	Richard J. Thomas
Jack C. Weston	

Company C—Composed of first year students in R. O. T. C.





*Here's wishing you
of everything to you!
Beware that wolf
Polinger! Tom Johnston*



R. O. T. C. Band

Captain Johnston

1st. Lieut. Polinger

Master Sgt. Keiper

1st Sgt. Goodenow

BAND HEADQUARTERS

Captain Thomas J. Johnston.....	Commanding
First Lieutenant George J. Polinger.....	Second in command
Master Sergeant Harry G. Keiper.....	Chief Trumpeter
First Sergeant.....	Sylvester Goodenow

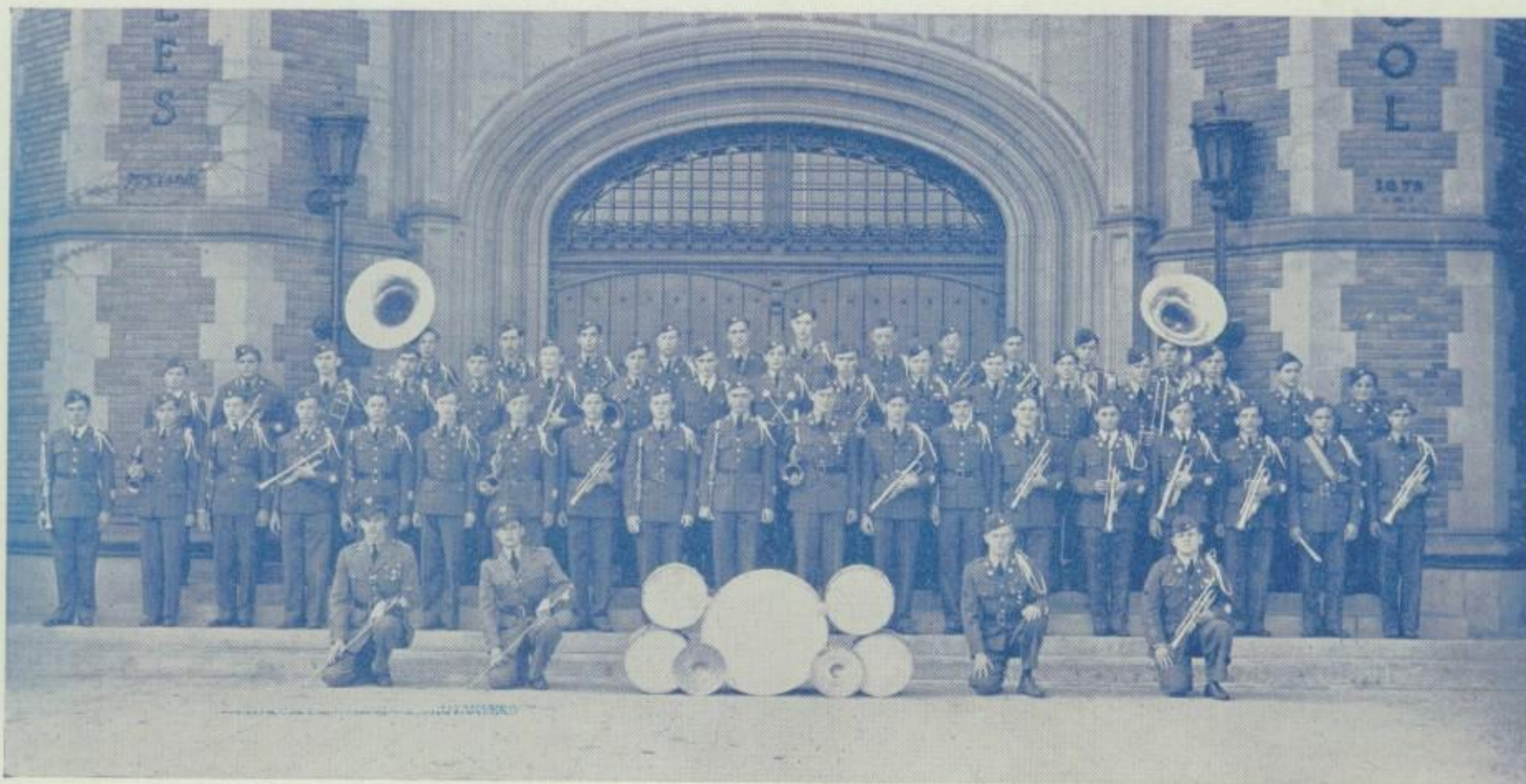
SERGEANTS

Shirley H. Goedike
Wayne R. Guthrie
Wilferd W. Peak

CORPORALS

Carl E. Crenshaw	Charles K. Martin
Richard M. Darby	Paul L. Minchin
Donald M. Ehrenberg	Barnett P. Smith

Band—Honor company for the month of November.





ROTC

Platoon at attention in column of files

The United States has always had a deficiency in well-trained officers for the army. The advice and counsel of many military leaders and statesmen were little heeded by Congress for more than a century. Following the World War, the Committees on Military affairs in the Senate and House of Representatives, considered carefully and painstakingly the American military policy and formulated the National Defense Act of June 4, 1920. These Committees devoted many months to the study of this important question. The National Defense Act embodies the lessons of history as understood by Congress, and provides for the minimum military establishment deemed necessary for national security.

In this National Defense Act, there were nine provisions, one of which created the Reserve Officers' Training Corps. The mission of the R. O. T. C. is to awaken in the student an appreciation of the obligations of citizenship, to prepare him to discharge his duties as a citizen, and to qualify him as a leader, whether in peace or in war.

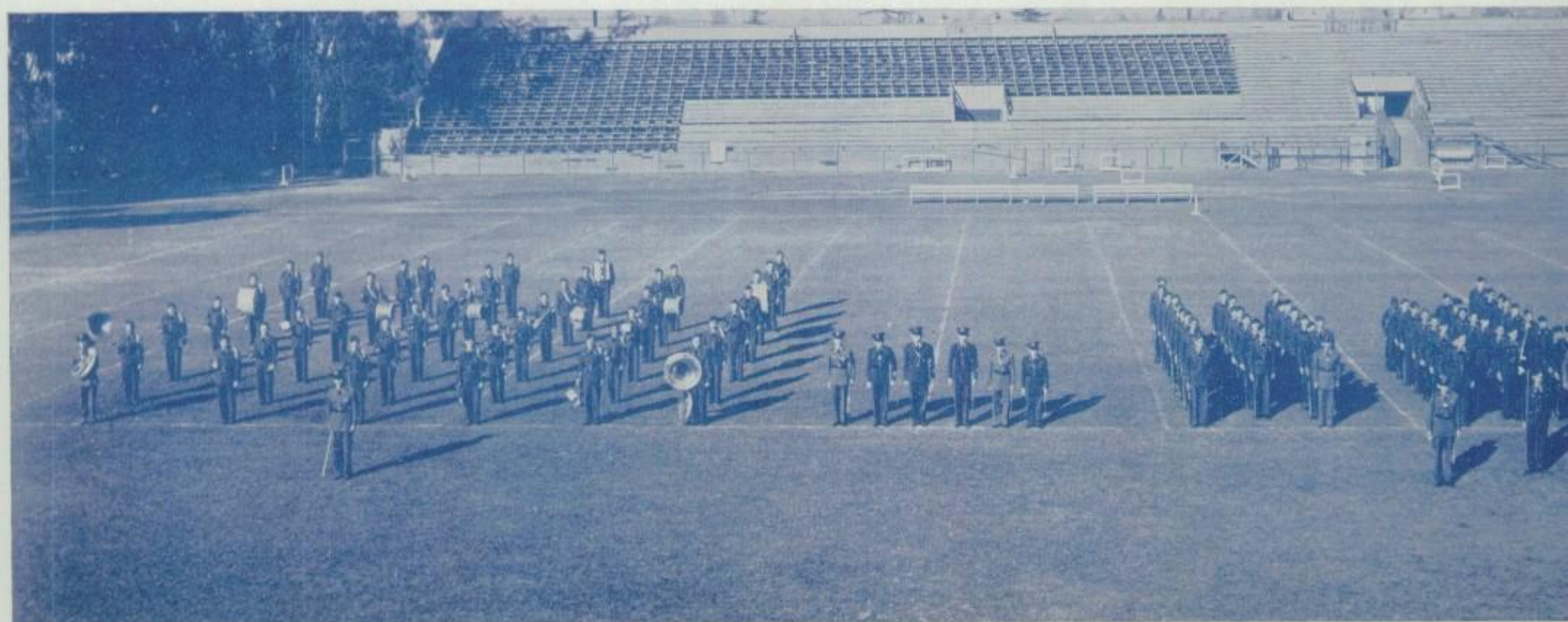
The R. O. T. C. is divided into two courses, the basic and the advanced. The purpose of the basic course is to give the student a knowledge of the fundamental training requirements of his arm or service and to qualify him to instruct untrained civilians in



Band

Staff

Company A



U.S. ROTC



The end of a day's drill. Dismissed!

the duties of privates, corporals, and sergeants. The purpose of the advanced course is to qualify the student for a commission in the Officers' Reserve Corps.

The R. O. T. C. is under the supervision of the United States Army. In 1926, the Federal authorities conducted the first Honor School Inspection at the Los Angeles High School. The first honor award was presented that year. In the spring of each of the following years, an inspection, conducted by officers of the U. S. Army, has been held. The R. O. T. C. unit of L. A. High has earned Honor School rating for each succeeding year, with the exception of 1934.

On November 8, 1940, before the Student Body, the Roman R. O. T. C. unit was presented its Honor School Award for 1940. This was the fourteenth award, out of fifteen competitions, which has been presented to the Roman unit. This is one of the finest records that any unit can attain. The school as well as the R. O. T. C., is highly honored by the presentation of this award since one of the important considerations of the inspecting authorities is the relationship between the R. O. T. C. and the Student Body. We may be proud that the R. O. T. C. at the Los Angeles High School has never lost any credit because of lack of support by the administration, Faculty, or Student Body.

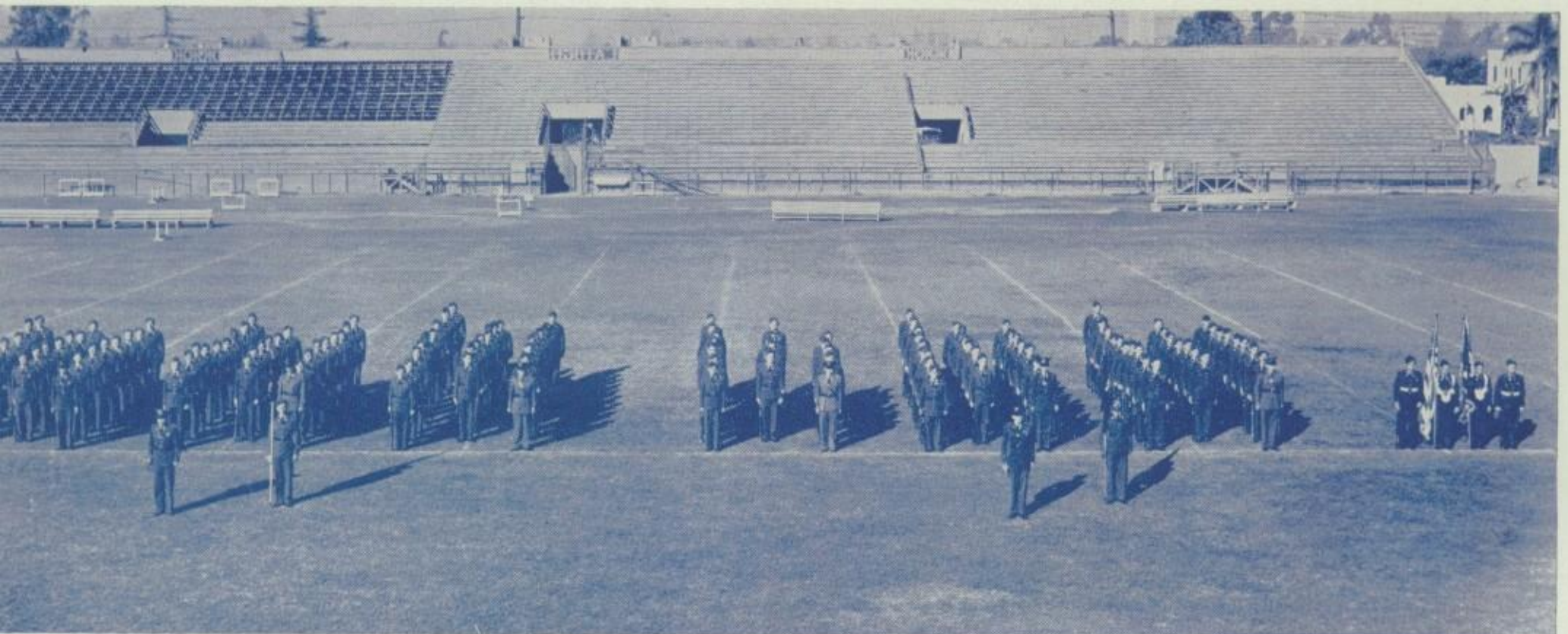
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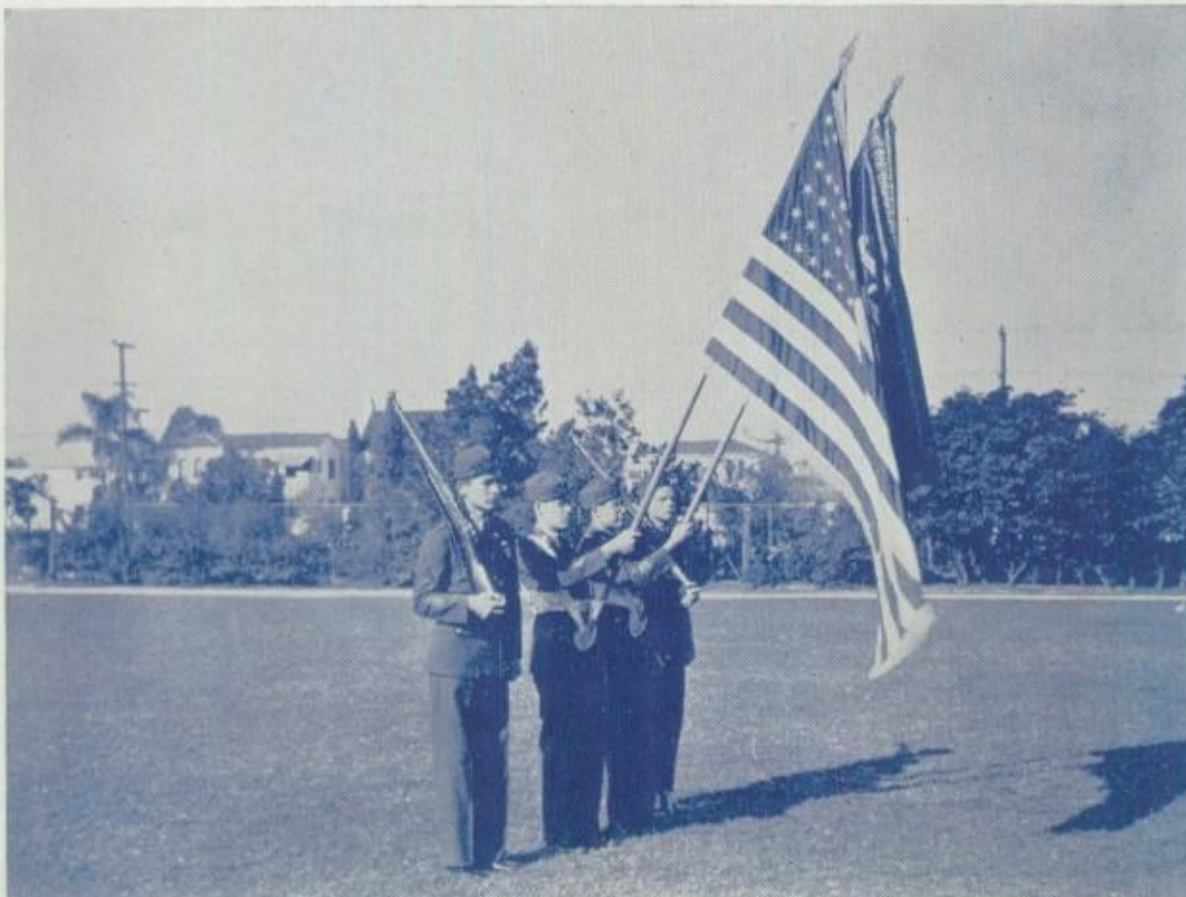
Company B

Company C

Color Guard



Color Guard

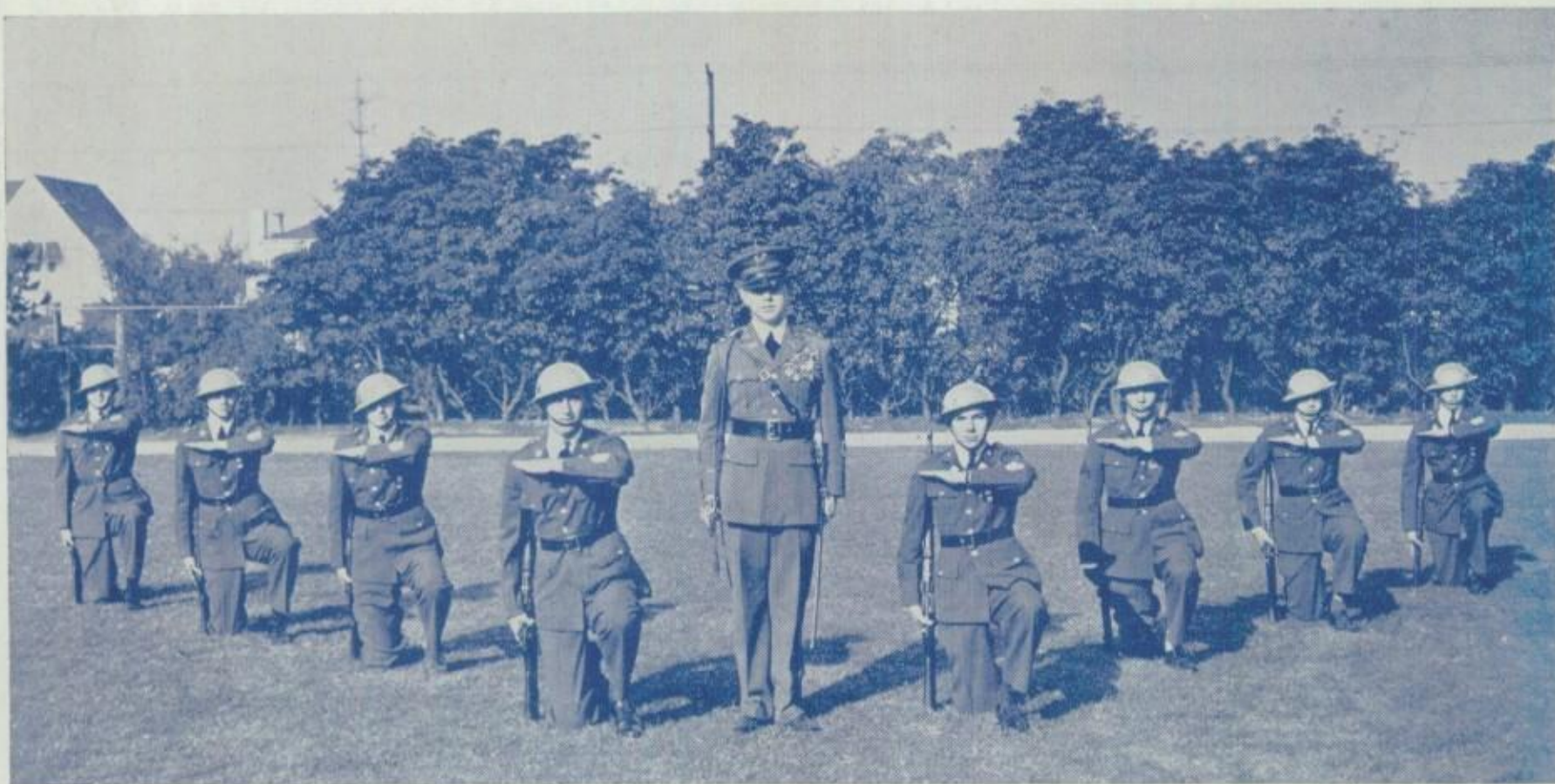


Left to right: P. F. C. Maxson, Sgt. Gold, Sgt. Fish, P. F. C. Fisher.

In these precarious times, our American Flag enjoys a position which is exalted in the minds of all Americans. Our Flag symbolizes a nation, composed of people who are unified by their desire for peace. Guarding our nation's flag is a sacred duty, and those who are entrusted with this privilege must be individuals of the highest calibre. This year's color guard is led by Staff Sergeant Alan Gold. The other members are Staff Sergeant Winthrop Fish, P. F. C. Barnard Maxson, and P. F. C. Robert Fisher.

An individual who guards his country's colors also protects his nation, for in the colors are embodied all of the hopes and ideals of the nation. Many nations have been ruthlessly over-run by a mighty aggressor, but America will stand as a land of freedom as long as she has valiant men as her guardians.

Drill Team

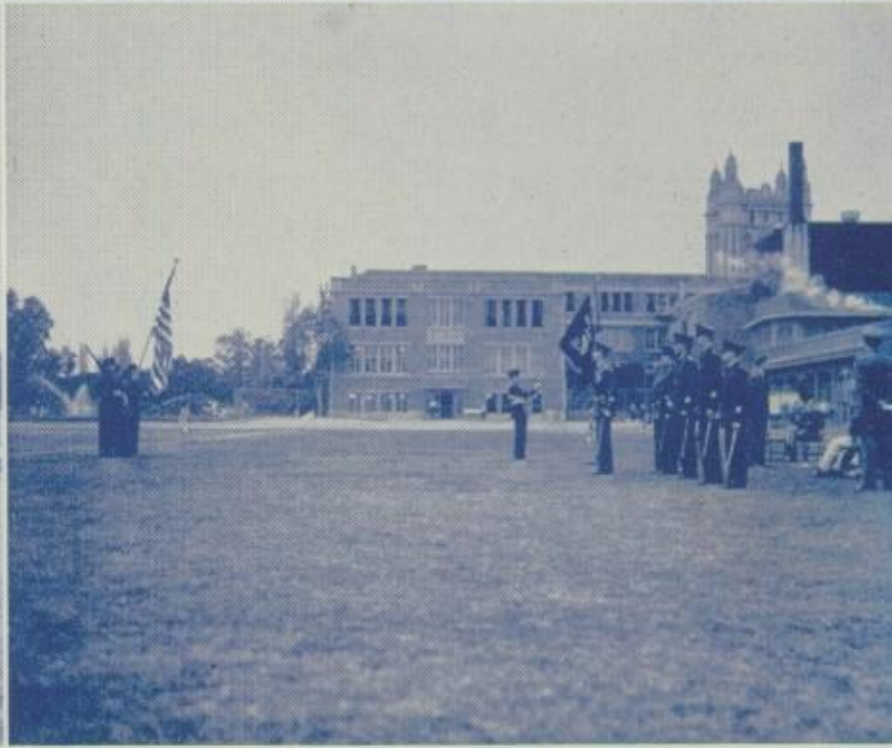


Sgt. Hughes Sgt. Swan Sgt. Stewart Sgt. Harris Lt. Irvine Sgt. Mayer Corp. Day Sgt. Gold Sgt. Campbell

The drill team is composed of eight of the most precise and well-drilled men in the unit, commanded by a Commissioned Officer who has been a regular member of the drill team in a previous term. The members are selected from the unit by several competitions and drill downs. A routine is worked out by the team, and all movements are done without command. One member of the team counts for the others, and the routine is thus followed.

The precision of the team is a result of hours of strenuous practice after school. This year, the team has performed at a motion picture theater, several American Legion Posts, three junior high schools, and the Military Ball.

The members are: Lt. Terry Irvine, Commanding; Regulars: Sgts. Don Mayer, Jack Hughes, Alan Gold, Bill Campbell, Bill Harris, Roger Stewart, and Bob Swan; Corporal Irving Day. The alternates are Sgts. Richard Creighton and Richard Herlihy.



Dear Gene,
This being our last
few days together I hope we
can be a little more relaxed friendly.
"You think I'm kidding?" All kidding aside
I hope you all the success and happiness in the
world, you desire it. your friend always,
Livingston

P.S. Senior Problems N° 41
Despotism Orientation 340
(Remember!?!?)

to I open a small
little ad and I hope
you have the best of
everything. Love D. S. Son

ATHLETICS

To a Swell
Girl
the best of
Luck Always
John Baumer



Gene
10/17/41

Gene darling,
I was just
glancing thru your Annual
& I came across this lovely
white page which was dying
to be signed by you. I'll remember
this is just so you'll remember
in years to come the fun and all
the pleasant moments we had
during our College days.
It also gives me a chance to
tell you that which are girl finds
hard to tell another girl, cause it's
just that mushy stuff. It's
I can visualize my little Gene
a girl should be & as I
sit here & think about our futures
I can visualize whatever she's
doing. This is no bull Gene
because there is absolutely
no reason why I should
be sitting here getting
a horrible case of

writer's tramp
 if I don't mean
 what I love I'm saying
 I love I love I love I love I love
 very much I love I love I love I love I love
 your drawers are always
 hanging!!

& Lingalut Anne

P.S. - Mmm
 forget the little
 10/18/41
 a girl should be!!!
 & very thing
 I love I love I love I love I love

Drene (mmm)



Girls' Sports



The Girls' Athletic Association includes all girls who participate in after school activities.

G. A. A.

President: Phyllis Ainsworth
 Vice-president: Mae Winder
 Secretary-treasurer: Katherine Metro
 Recording secretary: Mary Scroggs
 Historian: Kay Thomas
 Sponsor: Miss Pitthan

The G. A. A. strives for good sportsmanship and also teaches the girls how to be good leaders and followers. Besides encouraging these worthwhile traits which are so important in everyday life, the girls become proficient players of such sports as volleyball, hockey, swimming, tennis, badminton, archery, and rifle. The activities of the term include regular meetings, a G. A. A. breakfast, parties given for the winning teams, and playdays in which every G. A. A. girl participates. The club is open to all girls interested in outdoor recreation and who wish to gain enough participation credits to earn an L. A. letter. Miss Pauline Pitthan is sponsor and friend of every girl.

Girls' Physical Education Instructors

Devoted to the furtherance of all girls' athletic activities are the Girls' Physical Education instructors, headed by Miss Margie Richards. The girls are introduced to a finer and truer understanding of sportsmanship and leadership. Friendship and good health are firmly advocated by these instructors.

Members: Mrs. Pearl Evans, tennis; Mrs. Helena Hampton, corrective and nutrition; Miss Martha Krogmann, dancing and social activities; Miss Pauline Pitthan, swimming and G. A. A.; Miss Margie Richards, head of department, regular physical education and archery; Miss Florence Rogers, regular physical education.

*Top row, left to right: Richards, Evans, Hampton.
 Bottom row: Krogmann, Pitthan, Rogers.*





*Top row, left to right: Thomas, Fandel, Ainsworth, Robinson, Metro, Walker.
Bottom row: Littrell, Winder, Scroggs, Fishman, Fisher, Le Baron.*

G. A. A. Cabinet

The G. A. A. cabinet members endeavor to promote good sportsmanship and to foster lasting friendships between the girls participating in after school activities. They are helped and encouraged by their able sponsor, Miss Pauline Pitthan. The cabinet is comprised of Phyllis Ainsworth, Mary Fandel, Kathryn Fisher, Janet Fishman, Edwina LeBaron, Mary Jane Littrell, Katherine Metro, Grace Robinson, Kay Sargeson, Mary Scroggs, Kathryn Thomas, Mary Jane Walker, and Mae Winder.

L. A. Letter Society

President: Mary Fandel
Secretary: Parish Berry
Sponsor: Miss Richards

Association in the L. A. Letter Society represents merit of athletic activity and the development of friendships and interest in the physical welfare of girls. The many sports, offered girls in the G. A. A. for recreation, create an opportunity for securing an L. A. Letter. This is the highest award of honor in sports. Further participation in sports, two sports a term, is awarded with a star. The highest number ever awarded was four stars.

Members: Sarah Anjozian, Parish Berry, Louise Borde, Mary Fandel, Kathryn Fisher, Dixie Freese, Doris Garrison, Marian Henderson, Marcheta Holland, Carolyn Hoover, Marjorie Hyde, Katherine Lowenstein, Ada Passaro, Kay Sargeson, Mary Scroggs, Corinne Subith, Gloria Swenson, Mary Van Aken, Mae Winder.

*Bottom row: Van Aken, Lowenstein, Winder, Berry, Fandel, Scroggs, Passaro, Swenson, Henderson.
Top row, left to right: Holland, Anjozian, Fisher, Sargeson, Garrison, Gonzales, Borde, Subith, Hoover.*





*Top row, left to right: Daniels, Sargeson, Carter Demond, Franke, Stewart.
Bottom row: Urbina, Shetler, Cook, Roger, Wright, Lansdown, Goldberg.*

Archery Club

President: Kay Sargeson

Sponsor: Miss Margie Richards

Archery, this year for the first time, will be open to all girls who wish to come out. The purpose of this club is to develop skill and accuracy, and to teach the girls the value of good sportsmanship. It also develops better posture, keener vision, and fine co-ordination. Archery is one of the few individual sports in which a player may indulge after school days are forgotten.

Members: Suzanne Beckett, Frances Carter, Margery Cook, Shirleen Daniels, Elaine Demond, Lois Franke, Jane Goldberg, Armazetta Landsdown, Pat Piver, Virginia Rager, Kay Sargeson, Gloria Shetler, Mary Urbina, Shirley Waddell, Elizabeth Wright.

Tennis Club

President: Mary Jane Littrell

Sponsor: Mrs. Evans

The Tennis Club members become better players by having the opportunity to compete against others of the same experience and skill. Their games are constantly improved by tournaments throughout the semester, although their ability in tennis must approve to insure membership in this club. This active group of the G. A. A. endeavors to help the girls become better acquainted with old friends, to make new friends, and to develop sportsmanship.

Members: Gloria Bacigalupe, June Balsiger, Patsy Barry, Shirley Bell, Alida Brain, Gloria Bustamante, Judy Dunham, Nazalie Elmassian, Mary Fandel, Lolita Hellwegen, Charlotte Ismirian, Betty Langbein, Joan Lawrence, Mardi Leibert, Mary Jane Littrell, Lois Mills, Fritz Moss, Joanne Murchison, Evelyn Murrin, Betty Lynn Myers, Shirley Neal, Jean Noyes, Celia Nutting, Lois Olsten, Shirley Pepper, June Peters, Ruth Peyton, Margaret Sato, Janet Scoville, Mary Scroggs, Marjorie Takata, Katherine Thomas, Marjorie Thorson, Regina Wolf, Margaret Wright, Ilene Zide.

*Top row, left to right: Elmassian, Takata Bacigalupe, Mills, Murchison, Scoville, Wolf, Scroggs, Dunham, Murrin, Lawrence, Berry, Neal.
Bottom row: Nutting, Hellwegen, Pepper, Langbein, Thorson, Thomas, Littrell, Bustamante, Olsten, Ismirian, Bell, Leibert, Balsiger.*





*Top row, left to right: Robinson, Swenson, Granger, Tompson, Izmirian, Pratt, Schwarz, Shirley, Guthrie, Berry, Kurland, Carwile.
Bottom row: Quaintance, Cordes, Bird, Van Aken, Allen, Fisher, Elmassian, Thomas, Ainsworth, Siegel, Lawrence, Garrison.*

Badminton Club

President: Kathryn Fisher

Sponsor: Miss Pauline Pitthan

Badminton is a vigorous, healthful sport which affords great enjoyment to those who are members of the Badminton Club. Doubles tournaments are an important part of each term. The club is open to both beginning and advanced players.

Kathryn Ainsworth, Phyllis Ainsworth, Lorraine Allen, Parish Berry, Clara Bird, Lois Carwile, Nazelie Elmassian, Kathryn Fisher, Patricia Granger, Jean Guthrie, Charlotte Izmirian, Barbara Jarmuth, Ethel Kurland, Joan Lawrence, Dorothy Pratt, Patches Quaintance, Grace Robinson, Catherine Schwarz, Lenore Shirley, Marjorie Siegel, Gloria Swenson, Lynn Thode, Kathryn Thomas, Phyllis Thompson, Mary Van Aken, Mae Winder.

Rifle Club

President: Janet Fishman

Sponsor: Miss Florence Rogers

The modern version of the Bowman's Art: the Rifle Club! The twentieth century has come; science has advanced; so has the bowman's art. Rifles and bullets have replaced the bow and arrows; this transition gave rise to new organizations such as clubs dedicated to the use of the rifle.

Members: La Verne Argon, Charleen Bonner, Virginia Doty, Gene Everett, Janet Fishman, Norma Harris, Shirley Harris, Helen Hoage, Mary Ellen Hunter, Dorothy Hyter, Marian Kunkel, Betty Langbein, Edwina Le Baron, Leatrice Llewellyn, Betty Ann Nelson, Jackie Oxford, Joane Popenoe, Marte Reynor, Carol Scott, Barbara Seaver, Shirley Seaver, Lenore Shirley, Jackie Spivey, Edith Walter, Peggy Wilson.

*Top row, left to right: Hoage, LeBaron, Scott, Bonner, Hyter, Wilson, Langbein, Reynar, Popenoe.
Second row: Shirley, Spivey, Doty, Seaver, S. Harris, Llewellyn, B. Harris, Hunter, Agron, Everett.
Bottom row: Oxford, Fishman, Kunkel, Nelson.*





Swimming Club includes all girls of the school who participate in aquatic activities.

Swimming Club

The swimming group meets every Tuesday and Thursday in Oliver Pool. All girls may join. Those who can swim improve their strokes and practice diving. The girls who are learning or want to learn, practice and receive help on their strokes. Girls in this group make many friends because they are all working toward the same idea, good form in swimming and better form in diving. Those girls who are not interested in G. A. A. credits are invited to take a swim whenever they wish. Mary Jane Walker is head of swimming. This group is sponsored by Miss Pauline Pitthan.

Members: Norma Baida, Nancy Baron, Beverly Birkett, Joy Braswell, Barbara Cass, Marie Condee, Ruth Considine, Janet Cordes, Clarice Davis, Elaine Demond, Lorraine Du Courtney, Mary Jane Fandel, Shirley Farnsworth, Eleanor Finch, Christine Flack, Jean Guthrie, Madeline Hale, Faith Hotchkiss, Mildred Hubbard, Barbara Jar-muth, Yvonne Jones, Sally Juey, Gloria Rushney, Patricia Lemmon, Naomi Marcus, Terry Marx, Dorothy Matchette, Margie McCormick, Pat Moore, Kimiko Naruse, Shirlee Neal, Celia Nutting, Dana Parks, Bernadine Philips, Dorothy Pratt, Nadyne Rohn, Cecelia Rosenberg, Shirley Rosenbloom, Shirley Rothman, Jo Anne Ryer, Gerry Scholtz, Catherine Schwarz, Lenore Shirley, Marjorie Siegel, Barbara Taylor, Letitia Watson, and Patsy Woodard.

G. A. A. Creed

"For when the One great scorer
Comes again to write our names,
He writes not that we won or lost
But how we played the game!"

Mary Urbina,

Mary Jane Littrell,

Mary Jane Walker.



Boys' Sports

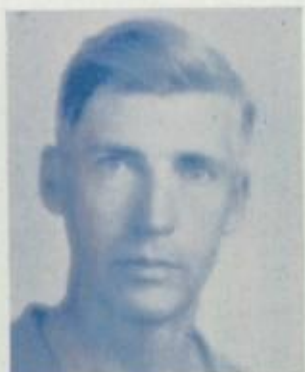


Boys' Athletic Coaches

Having again completed another very successful athletic year, Los Angeles High again looks back and gives the credit that is due the men who so ably guided the boys in their chosen sports. These coaches come in close contact with every boy in the school. Their task of helping each boy in maintaining good health, developing his body, and instilling good sportsmanship is not easy. Every boy in the school is willing not only to respect these gentlemen but also to follow their directions eagerly.

At the head of perhaps the best coaching staff in the city, we have Mr. Herbert White. Mr. White, who coaches varsity baseball, turns out a fine team. He is a very good ball player himself. Mr. Bert LaBrucherie, the varsity football coach invariably brings out a strong team. This year, his squad captured the Western League Championship for the third consecutive year. When not working with the football team, Mr. LaBrucherie is kept busy training a group of able hurdlers. The line coach of our football team is Mr. Carl Brown. L. A. has always had the reputation of having a very powerful line. Mr. Brown is also the coach of the varsity shot putters during the track season. Mr. Albert "Happy" Hemsath instructs the varsity basketball team and the gym club. His charges can be expected to win many games each year. The Bee football and Bee basketball players have Mr. Horace Bresee as their mentor; his teams can always be counted on to put on a fine exhibition of play. Mr. Homer Graves is the varsity track coach. Being a very fine runner himself, Mr. Graves never fails to bring his team to the top in league competition. Mr. Elmer Crumly, the swimming coach, efficiently takes care of the water polo and swimming teams. Through his efforts, the school has one of the finest water polo teams in Southern California. He also has charge of some of the hygiene classes.

Mr. Harmon Baldwin coaches the Cee basketball squad while not teaching history or civics. If his boys are playing, there is never a dull moment. Mr. Philo Chambers has many duties in the athletic department. When not teaching his history classes, he coaches cross country and all long distance men; he is the sponsor of the R.A.M.; and he does a fine job of announcing at all the football games played on Housh Field. His cross country squads are always very fast. Mr. Howard P. Lea is not only an instructor in the commercial department, but is also the coach of L. A.'s fine tennis team. At the present time, he is in charge of all the tennis tournaments. Mr. Curtis Fisher, a graduate and former player, coaches Cee football. His boys were very high in league rating this year. L. A. High is most fortunate in having such excellent athletic instructors.



White
Baldwin
Bresee
Brown
Chambers



Crumly
Graves
Hemsath
La Brucherie
Lea

Yell Leaders



Harris

McFall

Burns

Here you are a cute, sweet, and nice gal.

SCHOOL HYMN

Hail! Hail, to L. A. High
Noble and strong,
Thy colors Blue and White
Call forth our song,
With praises ringing true,
Loyal hearts we bring.
Hail! Hail, to L. A. High,
Of thee we sing.

*Sincerely
Benny Harris*

With echoes of the school hymn ringing in their ears, Roman fans leave the grandstands, thinking of the game just played and the prevailing spirit of enthusiasm. Although, as time goes by, the game and its memories may pass into oblivion, the spirit and good sportsmanship will live forever.

One of the factors upon which the success of a team depends is the fervor of the spectators; this in itself may win games for apparently inferior teams. The task of arousing the Student Body, bringing to life all possible school spirit, and keeping that spirit at a fever pitch, rests upon the shoulders of our three yell leaders. This year, carrying out nobly those duties imposed upon them, Yell Kings, Bob McFall, Benny Harris, and Ray Burns served their school well as yell leaders. They deserve much credit for their untiring efforts in promoting school spirit.

Under the supervision of Lloyd Blanpied, card stunts were again undertaken, and met with remarkable success. Lloyd, Tom Hill, members of the Senior Board, and the entire Student Body are to be congratulated for these wonderful exhibitions.

Cross Country



Top row, left to right: Chambers, Horton, Adlin, Beaver, Hoffman, Campbell, B. C., Campbell, B. K., Martin, Lieberman, Silberberg, Lohneis, Abbott, Schwartz, Miron.
Bottom row: Beaumont, Peterson, Shore, Fulton, Weinstein, Gold, Wood, Spearman, Paris.

To a grand
girl who is
the grandest of
them all.
everything.
Yours friend
Bob Wood
W.H.

This year, L. A. High's prospects for a championship team are very good with the return of two lettermen and a turnout of about thirty boys. Those lettermen are Johnny Fulton, last year's City and Southern California Champion, and Louis Shore, who is expected to take Fulton's place as Western League mile champion on next year's track team. With the fine coaching of Mr. Chambers, the whole team improved rapidly.

The first meet of the season was with Garfield High, and the boys from L. A. High walked away with the meet by nabbing the first three places. Captain Johnny Fulton was first; Louis Shore was second; and Ralph Gold, an A10 who shows great promise as a good distance man, was third.

In a return meet with Garfield, however, L. A.'s team was beaten for the first time in two years although Captain Johnny Fulton nabbed first place, and made it his 14th consecutive victory in dual cross-country and track meets. Bobby Woods took second place. On November 18, the L. A. team defeated Long Beach Poly by a score of 26-30.

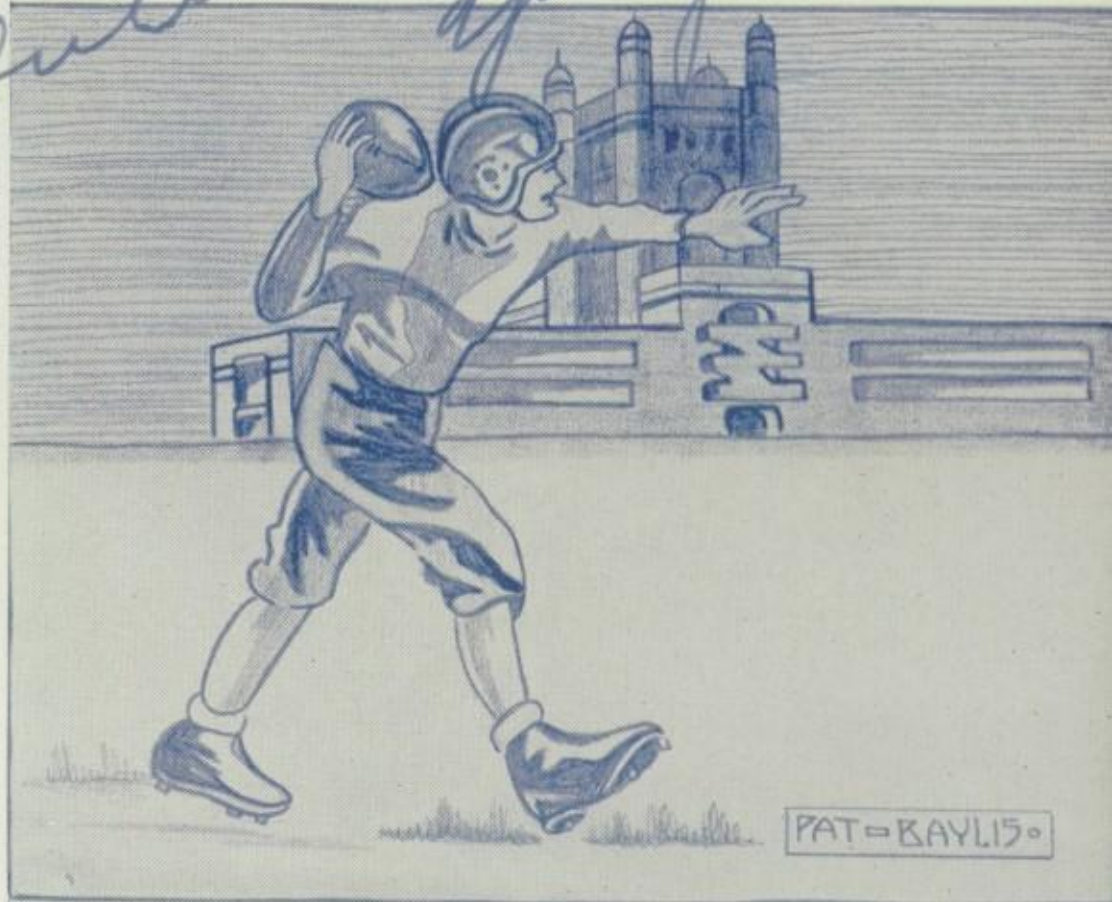
Other meets planned are with Hollywood, Beverly Hills, Montebello, Roosevelt, and Torrance. On December 12, the All-City Invitation meet will be held at Dorsey High school. In this meet, eight men from every team in the city are chosen to compete. Although losing one meet, Mr. Chambers and his boys still have high hopes of winning the City Championship.

Dear Irene:

Here's to one of my best
and grandest girlfriends.
I've known you & admired
you as one of the greatest
girls that I ~~know~~ ^{have ever} met. I hope
that ~~we~~ you keep in touch
with you for years to
come.

Here's wishing the
you all the luck in the
world at Santa
Barbara St. & in
future times.

Yours sincerely
Johnny Fulton



Football

**WESTERN
LEAGUE**

Champion



champions

Varsity



Top row, left to right: Pierose, Darby, Clark, Fogel, Mosher, Williamson, Clarke.
Second row: Coach La Brucherie, Harrison, Levitan, Vlack, Bolitho, Wallace, Shows, Roberts, B.
Third row: Biddle, Johnston, Fenderson, Hansen, Linley, Moody, Clayman.
Bottom row: Errett, Beardsley, Fahy, Wolf, Goldfarb, Marienthal.

Rated as one of the best, if not the best team in the city, Los Angeles High School's 1940 football squad captured the Western League Championship for the third consecutive year. The main factors in making this a most successful season were the determination to win and the fine team spirit shown by every member. Much credit is due coaches Bert La Brucherie and Carl Brown, who again guided their charges to another championship.

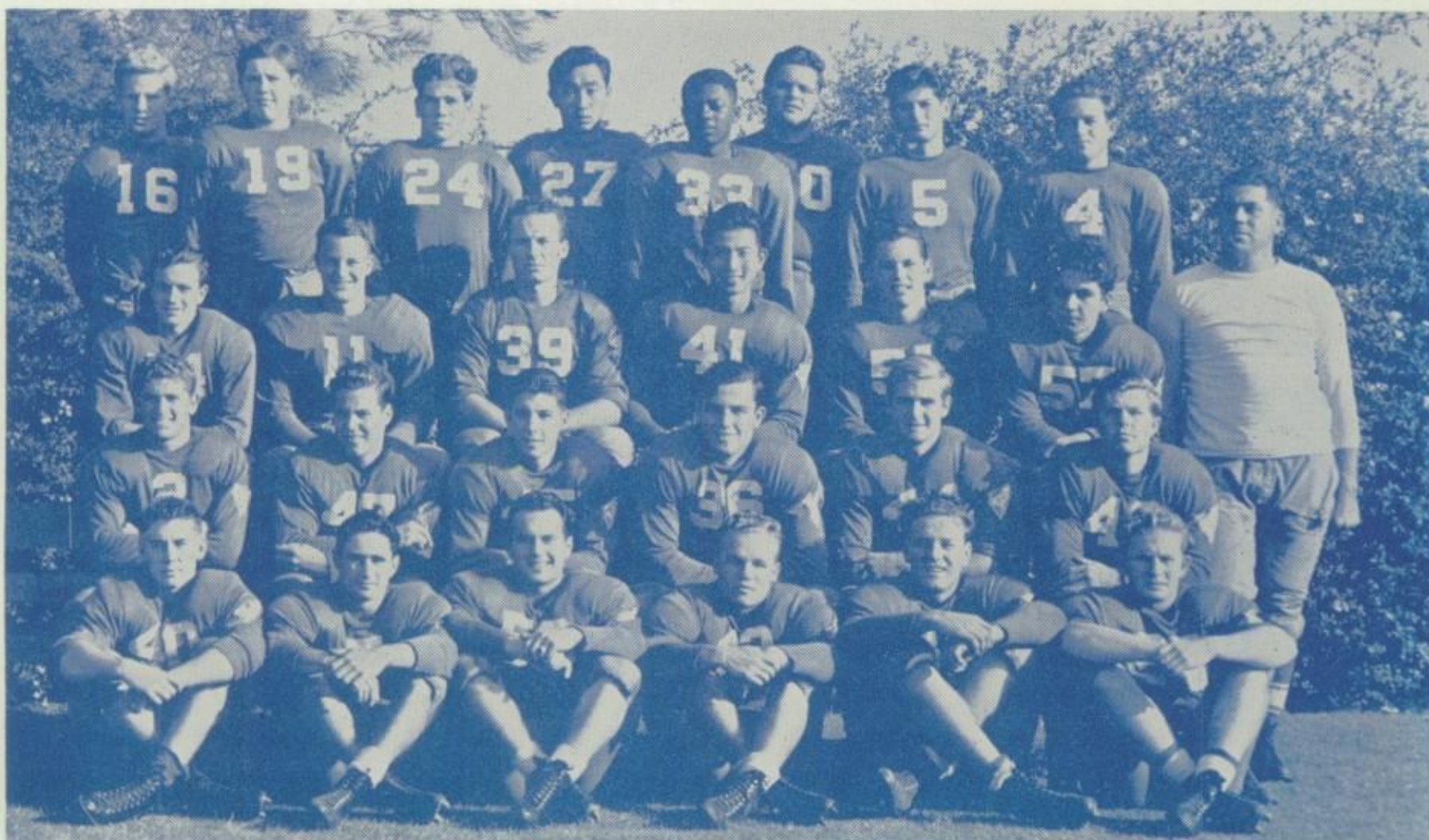
The first encounter of the season was a practice tilt with Hollywood. Although emerging victorious by a score of 34-6, the boys on the squad showed by this game that much work must be forthcoming. Fremont's Pathfinders were the next to fall before the powerful onslaught of the improved Roman machine. Trailing 6-0 at the end of the first quarter, Rome came back in the second quarter to score 15 points and clinch the victory for the Pioneer school. The outstanding play of this game was a 48 yard left-handed pass from Bill Badham to Doug Fahy, who out ran the entire Fremont secondary for the first Roman touchdown.

The initial Western League grid skirmish found L. A.'s varsity traveling to Dorsey to engage a very highly regarded Don eleven. The first Roman touchdown came early in the first quarter; Al Hoisch sped around right end for 26 yards and 6 points. From this point, the game turned into a virtual rout with nearly every player on the L. A. bench having a chance to play. When the final gun sounded the scoreboard showed L. A. leading, 27-0. The traditional L. A., Fairfax clash, originally scheduled as the next game, was postponed and placed last because of rain.

A small crowd at the Gilmore Stadium saw the Romans down a scrappy Hamilton squad 25-13 in the second league game of the season. Al Hoisch established himself as the city's leading scorer when he accounted for three touchdowns in this game. The other touchdown was made by Hal Beardsley, who caught a 32 yard aerial from Hoisch over the Federalist goal line.

In the most thrilling and sensational prep game played in the city this year, the Los Angeles High Romans nicked the Venice Gondoliers, 13-12. The score could never reveal the drama that was staged on Housh Field this day. Venice was the first to score. The touchdown resulted from a short pass; the receiver dodged the Roman backfield to

Football



*Top row, left to right: Hamilton, Reed, Carter, Omatsu, Record, Harrigan, Lewis, Katz.
Second row: Howard, Hodge, Gorrie, Nozawa, Elliott, Paul, Coach Brown.
Third row: Schneider, Baruch, Cameron, Fain, B., Badham, Fain, A.
Bottom row: Turner, Hoisch, Farrell, Roberts, F., Eichstaedt, Forman.*

step into the end-zone. In the last few seconds of the first half, the Pioneer squad, sparked by the brilliant play of Shuji Nozawa, began to move toward the Venice goal. With but thirty seconds left to play, Nozawa heaved a pass in the end-zone to Doug Fahy, who leaped high in the air to catch the ball and knot the score. The deciding kick was made by Nozawa. Again in the third quarter, the Pioneer squad scored with Al Hoisch running 35 yards for a touchdown. Not to be denied another tally, the powerful and tricky Gondolier eleven moved down the field, using many tricky shifts and plays to score another touchdown. The try for the crucial extra point was blocked by a rushing Roman forward wall. This exciting game ended 13-12.

The Romans, capturing their twenty-sixth consecutive victory on Housh Field and virtually clinching the Western League grid title, overwhelmed a fighting University football team 33-0 in the fourth league game. The thrill of the game came when Jerry Schneider, behind beautiful blocking streaked around right end for a 58 yard score.

With hopes of remaining the first undefeated and untied football team since 1925, L. A. High sent its previously unbeaten grid outfit to Gilmore Stadium to clash with its traditional rival, Fairfax, in the season's finale. Although playing fine ball throughout the game, the final game jinx again haunted the Roman team; and L. A. went down to defeat by a score of 12-7. Trailing 12-0 at the end of the third quarter, the Romans started a terrific drive down the field which resulted in a touchdown pass from Hoisch to Nozawa. Farrell converted. With the ball again in their possession, L. A. again started toward the Colonial goal line, only to have the ball taken away from them on downs after a 15 yard penalty. A minute later the game ended with the score L. A. 7—Fairfax 12.

In the last appearance of the season, L. A. participated in the annual P. T. A. Milk Fund Carnival. The Romans' opponents were the highly touted Garfield Bulldogs. Garfield took the ball in L. A. territory and soon scored when Willie Slayton, sensational colored ace, leaped high in the end-zone to score for Garfield. The conversion was good. Rome then received the ball and marched down the field with Al Hoisch packing the ball. The climax came when Nozawa took a reverse around left end and scored for L. A. The conversion was missed. The final score of the complete contest was: North 30—South 21. As there were no city play-offs this year, the Roman season was concluded with the Carnival. While the 1940 L. A. team may not have been the best team in the history of the school, they certainly had extraordinary fighting spirit and good sportsmanship and preserved the fine traditions of Los Angeles High.



Behind the blocking of Errett and Marienthal, Turner breaks through the Hollywood secondary.

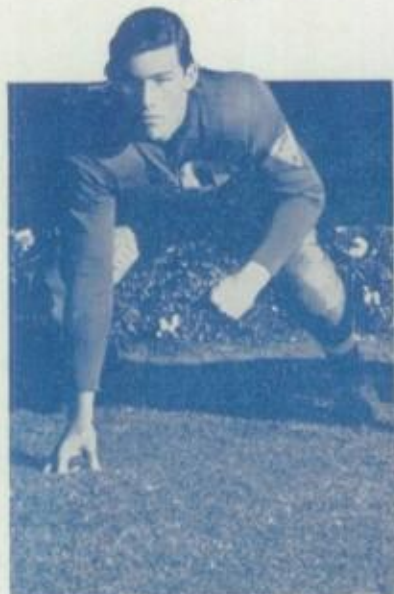
LOS ANGELES vs. HOLLYWOOD

The Los Angeles Romans gave early evidence of another championship team by trouncing a hapless Hollywood eleven 34-6. The Hollywood Redshirts, first to score, brought the crowds to their feet with an electrifying 60 yard run to a touchdown by the Sheik star, Sam Waters. However, from that point on, Hollywood was overwhelmed by a never ceasing, hard charging line, and by a fast, elusive backfield. Sparked by Al Hoisch and Morris Turner, Rome's Blue Machine ran up a total of 34 points.

Other players displaying early evidence of prominence were Walt Farrell, Frank Roberts, and veteran center Joe Wolf. Every player on the team showed a fighting spirit throughout the contest. Although the game was marred by numerous fumbles and miscues, the L. A. High team promised to live up to the reputation set by the '39 and '40 elevens.

Final score: Rome 34—Redshirts 6

Beardsley, end

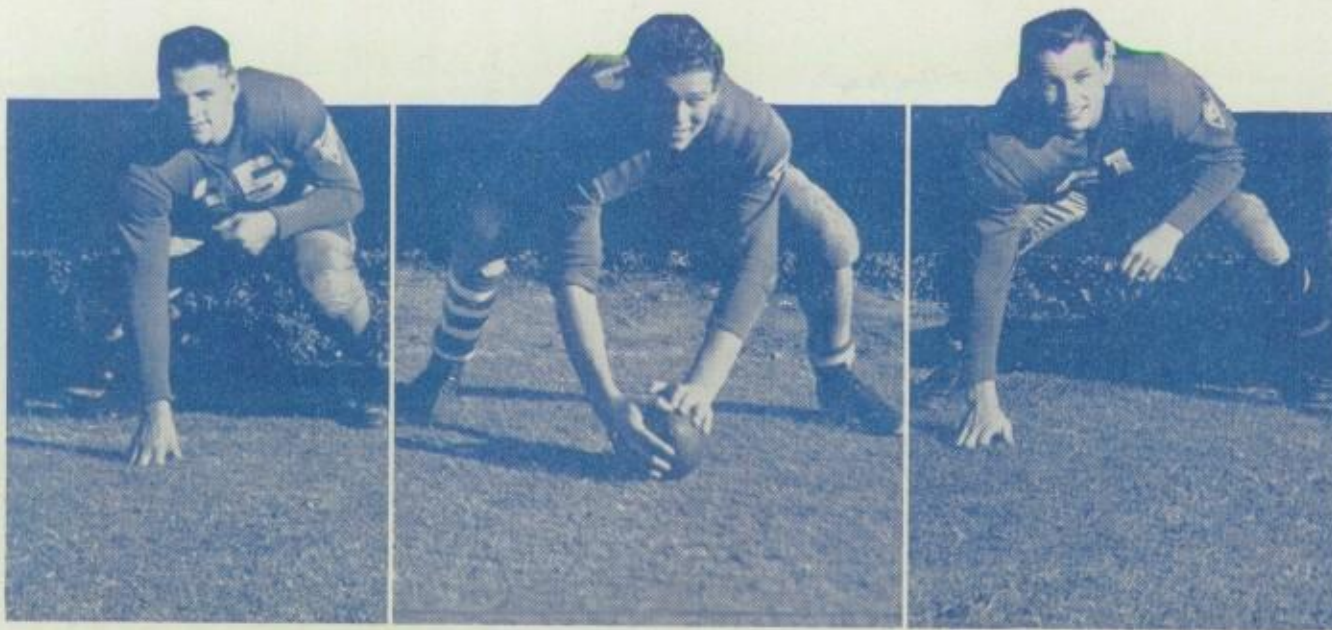


Eichstaedt, tackle



Goldfarb, tackle





Marienthal, guard

Wolf, center

Elliott, quarterback

LOS ANGELES vs. FREMONT

Pounding its way to another brilliant triumph, the Blue and White machine crushed a stubborn Pathfinder eleven 15-6. Again spotting its opponents six points, gained by a 60-yard touchdown run of an inspired Fremont player, Los Angeles went on to victory. Rome's first tally came from a perfectly executed pass from Bill Badham to Doug Fahy; the latter out-ran the entire Fremont team to a touchdown. Walt Farrell, Rome's star place kicker, booted the extra point. Then not satisfied with a safety which resulted from a bad Fremont center pass, Hoisch crashed over for the final touchdown. Bob Errett's beautiful downfield blocking, plus the wonderful teamwork of our boys paved the way for another Roman triumph. In this, the second and last practice game of the season, the Los Angeles eleven proved that it was ready to take any and all challengers in the Western League race.

Final score: Rome 15—Pathfinders 6

Hoisch sneaks through the Pathfinders' forward wall.





Hoisch scampers around Dorsey's right end for a substantial gain.

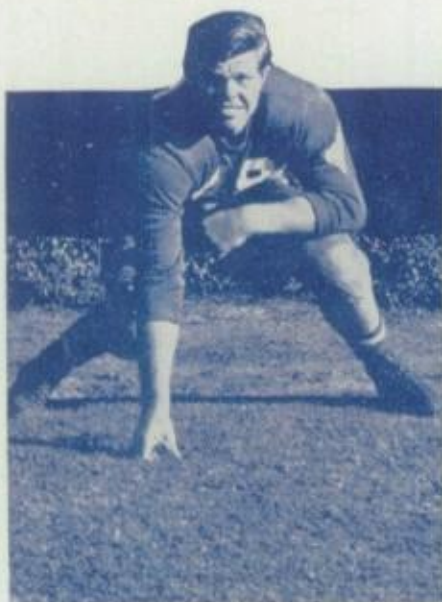
LOS ANGELES vs. DORSEY

Opening the Western League season, Rome's inspired eleven traveled to Rancho La Cienega to engage a previously successful Dorsey team. Although the Dons displayed a fighting spirit, typical of all Western League teams, they gave way before a strong Pioneer team. All of L. A.'s scores came from spectacular runs by the backfield and magnificent blocking by the line. Again, it was "Little Dynamite" Al Hoisch, who sparked Rome to victory; he scored two touchdowns on brilliant dashes along the sidelines. Elusive Walt Farrell and the speedy Frank Roberts accounted for the others. Halfback Nozawa again brought the stands up with an electrifying downfield run only to have it annulled because of a penalty.

In the fourth quarter, with the score overwhelmingly in the Romans' favor, Coach La Brucherie had his first chance to test the Roman reserves. Nearly every boy on the team was given an opportunity to prove himself a real football player. It was inspiring to the Roman boosters to note that Los Angeles has not only one fine team but three good teams.

Final score: Rome 27—Dons 0

Fain, A., guard

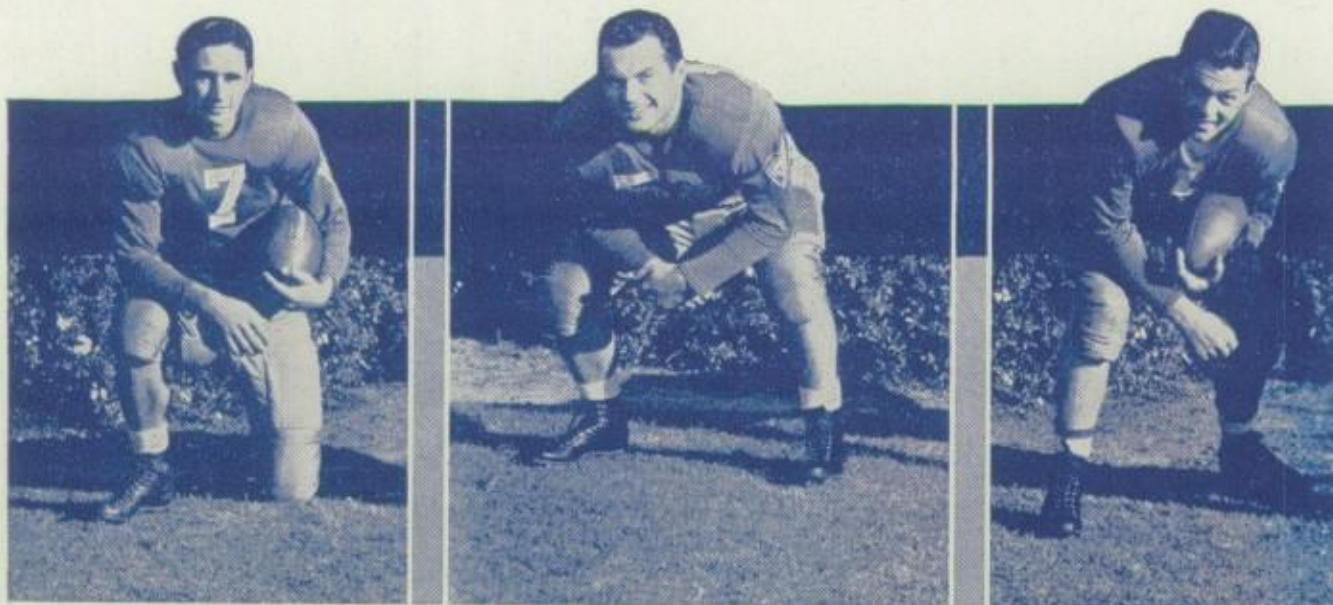


Baruch, center



Hansen, tackle





Hoisch, fullback

Farrell, halfback

Fahy, end

LOS ANGELES vs HAMILTON

The second Western League struggle found the high-riding Romans defeating Hamilton, 25-13, at Gilmore Stadium. L. A. drew first blood when Hal Beardsley caught a 30 yard pass from Al Hoisch and stepped across into the end-zone. This touchdown climaxed a sustained drive down the field. Later in the first quarter, a not-to-be-denied Banker squad capitalized on a Blue fumble and by virtue of a 21 yard run, knotted the score. Both conversions were blocked.

The first play of the second period saw Al Hoisch out-running the Green secondary for L. A.'s second touchdown. Before this hectic quarter was over, the Blue boys had piled up a comfortable three touchdown lead and were able to hold the Yankees in the second half to win a well deserved victory. Much credit must be given Rome's backfield ace, Bill Badham, who continually brought the fans to their feet with brilliant exhibitions of broken field running.

Final score: Rome 25—Yankees 13

Badham eludes Yankee tacklers and rips off a long gain.





Farrell carries the ball deep into Venice territory.

LOS ANGELES vs VENICE

A capacity crowd of 9,000 fans packed Housh Field to witness the Rome-Venice "titanic"; and before the dust had cleared, they had seen one of the best played prep games in city history. L. A. kept her win streak intact by the narrowest of margins, 13-12. During the first quarter, the Blue and White forces drove up and down the field but were not able to push the ball over. Finally, Venice made a determined drive that was climaxed when Beyrouthy scored from the 27.

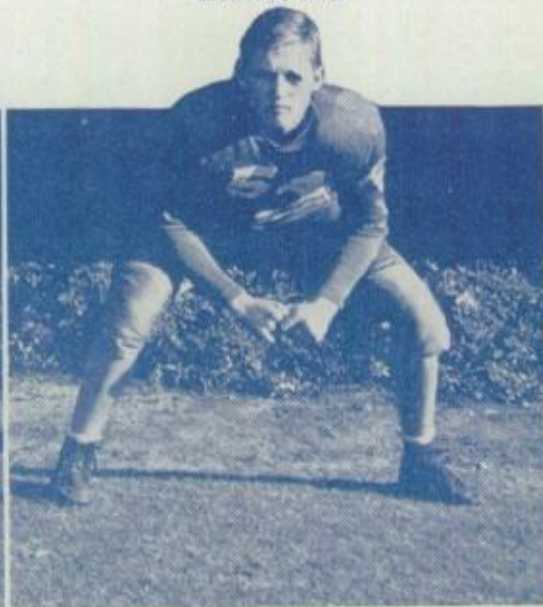
With only seconds remaining in the half, the Romans passed their way 60 yards to a touchdown, Doug Fahy snagging the decisive toss on a 16 yard play. Nozawa kicked what was to be the deciding point. Hoisch sewed up the contest by worming his way 35 yards for the second score. The Gondoliers came back, and it was again Beyrouthy, who found pay dirt after receiving a lateral on the L. A. 27. The dark blue and white forces threatened to duplicate their game of the previous year by passing the Romans to "death" in the final minutes. But this attempt was doomed when Doug Fahy intercepted a blocked Venice aerial.

Final score: Rome 13—Gondoliers 12

Roberts, halfback

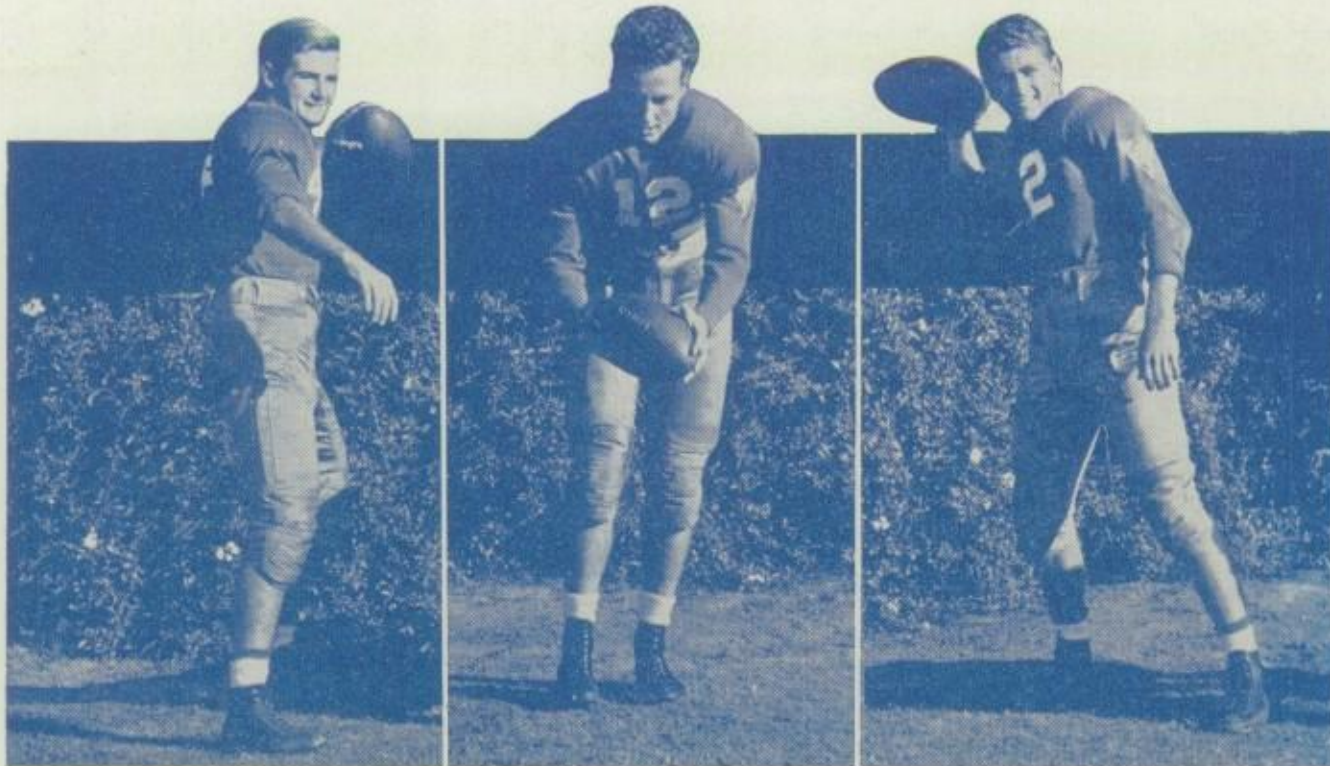


Linlen, end



Turner, halfback





Badham, halfback

Errett, quarterback

Schneider, fullback

LOS ANGELES vs UNIVERSITY

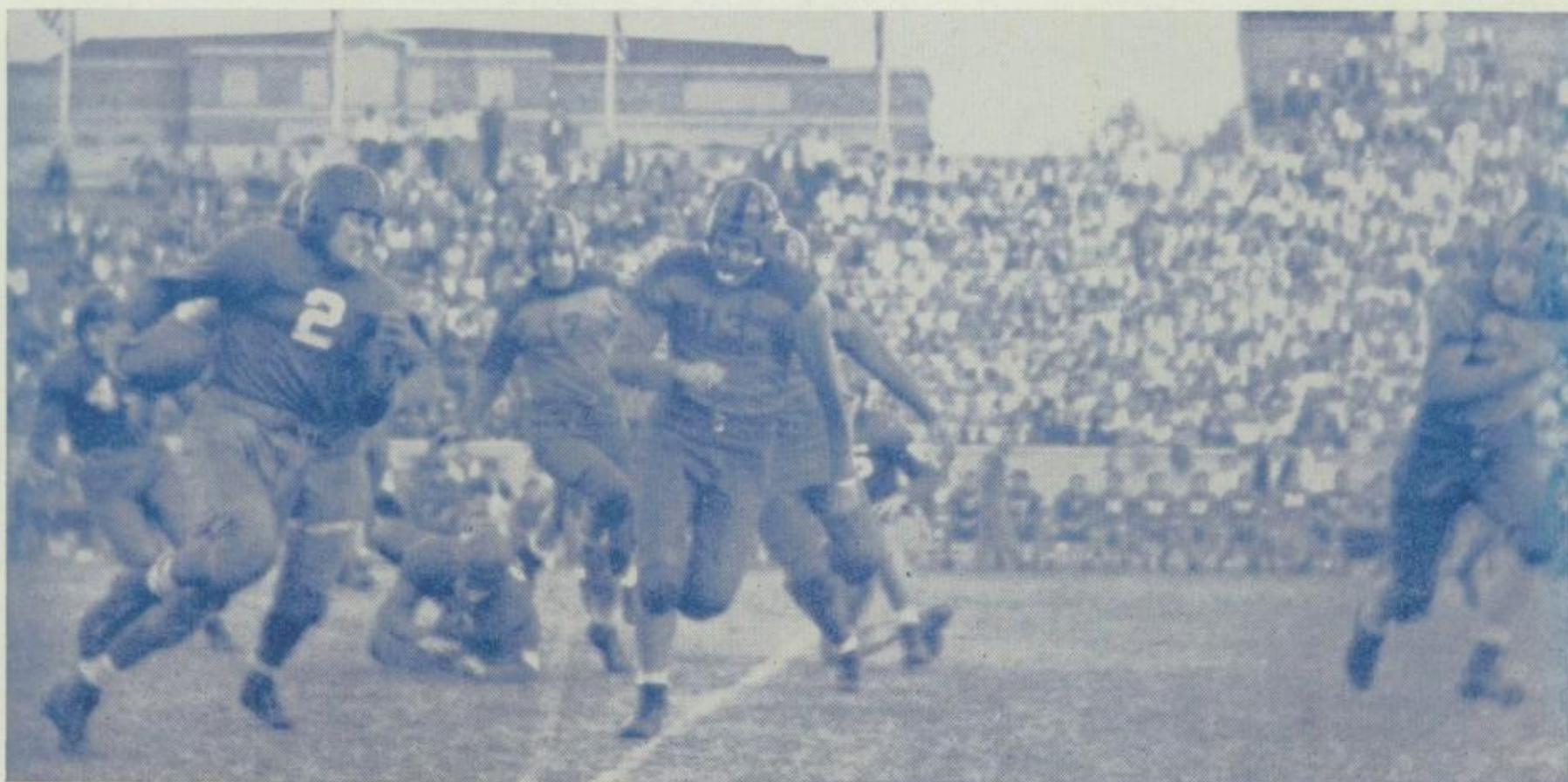
On Nov. 15th, the Roman eleven entertained a previously undefeated University squad. After an afternoon of spectacular runs and passes, L. A. High rolled up its 26th straight victory on Housh Field. By overwhelming University, the Romans virtually clinched the Western League Title for the third consecutive time.

The Warriors held the famed Blue power in check for most of the first half. The deadlock was finally broken when the home team marched 88 yards in 15 plays to score only a minute before the end of the second quarter. The outstanding play, during this drive, saw Morrie Turner take a reverse from Hoisch on the Roman 13 yard line and circle his right end for 19 yards.

Another long march, in the third quarter, netted the Pioneers another touchdown. A valiant, but reserveless Redskin contingent was forced to yield twenty points in the last quarter. Jerry Schneider sparked this drive by passing for two scores and dashing 60 yards for another.

Final score: Rome 33—Warriors 0

Schneider dazzles the entire Unihi squad and dashes for a score.





Turner finds a gaping hole in the Colonial line and dodges for a gain.

LOS ANGELES vs FAIRFAX

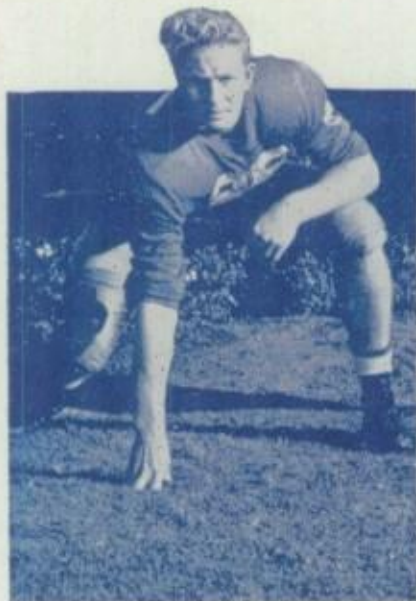
After a see-saw battle that saw first one team, and then the other, driving down the field, Fairfax defeated the home forces, 7-12, in the League finale at Gilmore Stadium. In the middle of the first quarter, Joe Miller, Colonial back, intercepted a pass on his 49 yard line. Seven plays later, Walker Sohn crashed over from the 6 to give the Crimson and Gold a six point advantage which they retained throughout the first half. A lateral pass attack plus other razzle-dazzle plays was responsible for the second Lion marker.

On the kickoff that followed the second Lion score, Al Hoisch returned the ball to the opponent's 45. From this point, L. A.'s all-city ace pitched a pass to Nozawa who stepped over from the Colonial's 10 yard line. With only a few minutes remaining in the game, the Western League champions drove down the field but fell short of the winning tally.

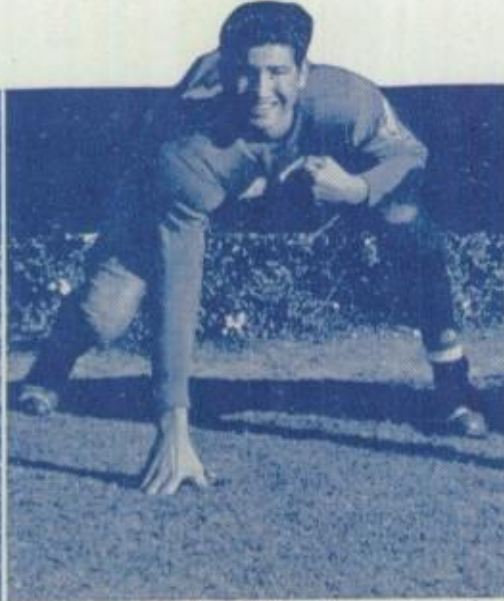
The following seniors concluded their high school pigskin campaigns: Doug Fahy, Walt Farrell, Al Hoisch, Jerry Schneider, Jack Forman, Allen Fain, Shuji Nozawa, Bill Badham, Bill Cameron, Hugh Elliott, Syd. Gorrie, Owen Clayman, and Joe Wolf.

Final score: Rome 7—Colonials 12

Forman, guard



Clayman, guard



Fain, B., tackle





Moody, guard

Nozawa, halfback

Cameron, end

LOS ANGELES vs GARFIELD

Before 75,000 fans, the North team again outscored the South 30-21 in the annual P. T. A. city high school football carnival at the Memorial Coliseum. Twenty-four high school bands opened the charity day classic and paraded around the Coliseum oval to the strains of their school songs. After completing the circle, the bands marched on the gridiron and played the national anthem as the flag was raised.

Six teams representing the North, Lincoln, Canoga Park, Van Nuys, Franklin, Venice, and Los Angeles opposed six teams upholding the honor of the South, Gardena, Bell, San Pedro, Manual Arts, Roosevelt, and Garfield in one of the most sensational grid tilts ever staged in the Coliseum. The climax was furnished by Los Angeles and Garfield, the two top-ranking teams in the city.

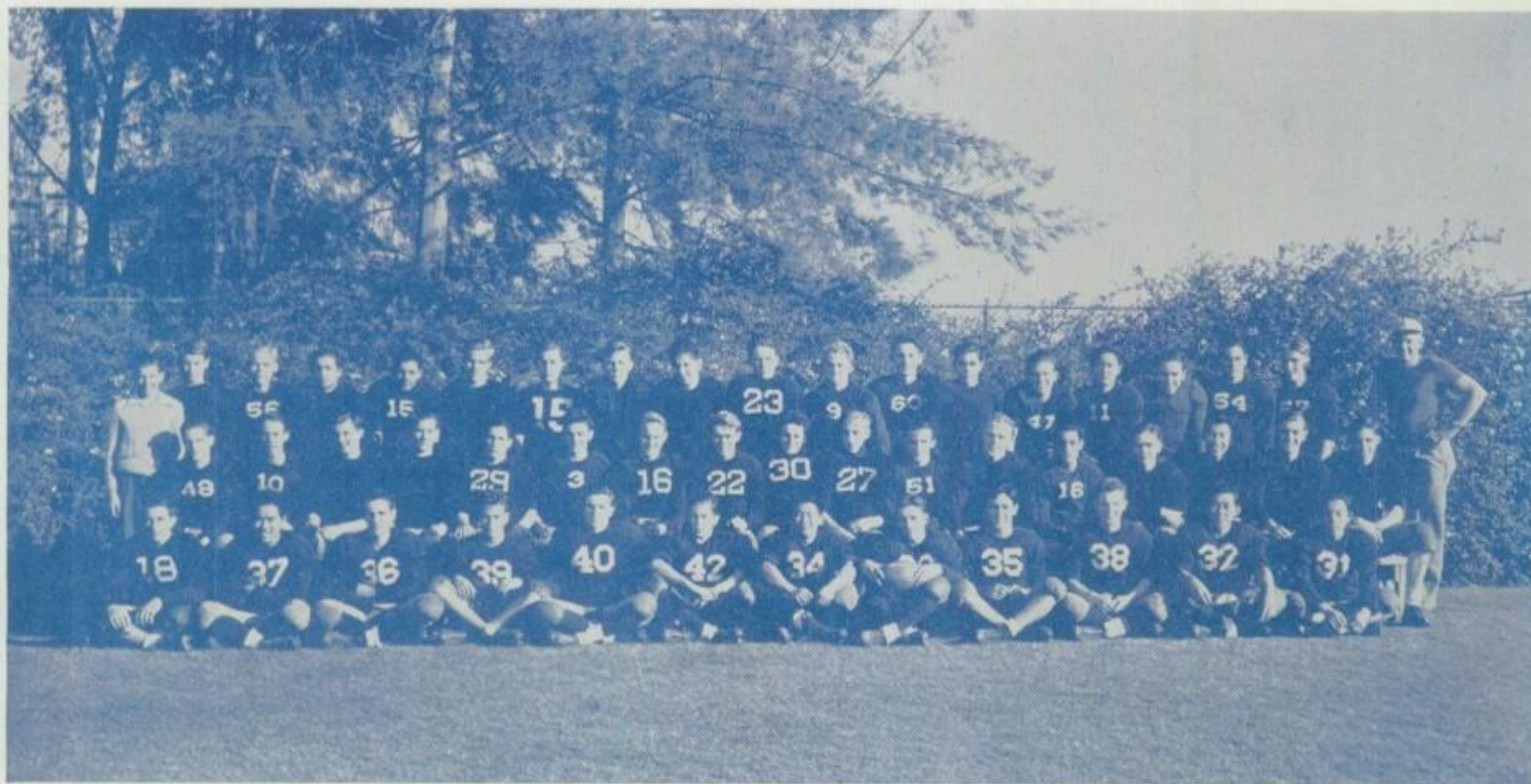
With the ball in their possession, the Bulldogs traveled downfield and soon climaxed their drive with a touchdown, which resulted from a long pass and a sensational catch by a Garfield player in the end zone. The conversion was good. At this time, the score stood, North 24—South 21.

The Romans then started a march of their own; they traveled 81 yards in nine plays with Alan Hoisch carrying the ball for four first downs. Shuji Nozawa on a reverse from Hoisch scooted around left end and went 7 yards for a score. The conversion failed. This touchdown came as the result of the inspired blocking by every member on the team. Throughout the entire Roman push, there was a terrific show of enthusiasm from the Roman fans who showed the other schools what was real yelling.

Coaches Brown and LaBrucherie witness with emotion the action of the Roman machine.



B Football



*Top row, left to right: Levy, Steward, Lewis, Morjoseph, Gamble, Burbeck, McCarthy, Thorson, Wolochow, Peak, Mitchell, Petzell, Aronson, Mann, Watanabe, Eisenberg, Schweitzer, Hall, Coach Bresee.
Second row: Bausman, Earl, Martin, Shellac, Chavez, Ross, Witt, Crumly, Harris, Broderson, Doff, Tjomsland, Turner, Carter, Shikata, Kisselburgh, West.
Bottom row: McDonald, Uyemura, Eversoll, Clements, Brown, de la Pena, Fujita, Buckner, Hambleton, T. Martin, Tochioka, Kasai.*

This year, as innumerable times before, the powerful Roman "B" squad fought its way into the football spotlight. Though beaten by Venice, who won the Western League title, it tied in percentage with the victorious Gondoliers because of the latter's loss to an inferior Dorsey team. Competently tutored by Coach Horace Bresee, the well-trained Romans rode over all their other opponents and piled up huge scores. Observers will agree, however, that regardless of who won the title, our Bees outplayed their opponents and successfully completed another season.

The Romans first showed their strength in a practice scrimmage with Washington; after this they played two practice games with Hollywood and Canoga Park; our team won by 19-7 and 34-0, respectively. The league opener was played with Dorsey and it proved to be an easy victory because of the spirited playing of the first two equally powerful strings. Next, the lightweights traveled to Fairfax to engage in a tussle with a team noted for its "razzle-dazzle" playing and effective aerial attack. The Colonials were bottled up to the extent that they were held scoreless throughout the game. A sensational run-back of the opening kick-off by Dick Hambleton gave L. A. an early lead. The stellar playing of Captain Don Buckner, Tochioka, Kasai, Eversoll, and Uyemura, captured another win for L. A. Hamilton's supposedly strong team was given a trouncing by the score of 33-6. One of the highlights of this game was Tommy Carter's 25 yard pass to Turner, who ran 30 yards for a touchdown. Carter was the best drop-kicker this year. The next game brought together the only two undefeated teams, L. A. and Venice. Fate decided in favor of the Gondoliers. Fighting with undaunted spirit, L. A.'s lightweights were handed a bitter defeat by a score of 20-12. Venice made the first score, and the conversion was good. After being held twice inside of Venice's 10 yard line in the second quarter, a pass from Kasai to Carter was good for 35 yards, and a Roman score. The conversion failed. Later, the Pioneer squad stepped ahead with a pass to Eversoll and a drive by Hideo Tochioka to make the score 12-7. But the last four minutes spelled defeat for the lightweights, for Venice changed the score to 20-12 in their favor. Two of our best players, Martin and de la Pena were injured in this fracas after playing brilliant football. The rest of the forward wall. Fujita, Brown, Clements, Eversoll, and Uyemura also showed excellent form. The final game was with University. L. A. won 27-6. Buckner, an outstanding defensive man, Hambleton and Kasai, fine runners and Tochioka, a plunging fullback and kicker, composed the backfield. The team was efficiently managed by Floyd Levy and Bob Knickren.

C Football

Under the able direction of Coach Curtis Fisher, former Los Angeles High football player, the Los Angeles High "C" team enjoyed a fairly successful season. A summary of the games played this year shows that the Roman eleven, in seven games, won five, lost one, and tied one.

Led by Hideo Tanaka and Johnny Nishimura, Rome's mighty midgets found no difficulty in walloping a "punchless" Glendale Hoover High squad, 18-0, in the first practice encounter of the season. L. A.'s superiority over Hoover is shown by the fact that L. A. made ten first downs to our opponents' one. In the second practice tilt of the season, the Pioneer "C" squad defeated a strong Glendale Union High squad by a score of 13-7, in a hard fought game.

Starting off the league season, the Cees fell before a powerful Roosevelt high squad, 19-0, in a game held on the Roughrider campus, October 17th. Although Rome was outplayed in all departments, our boys showed a fine spirit which persisted throughout the game. The following week, the midgets eager for victory, defeated the Washington "C" team by a score of 25-6. The starring role was played by Johnny Gustafson, Pioneer left end, who made end-around touchdown runs of 20, 25, and 35 yards. Gaining a moral victory, the Romans held an undefeated, untied San Pedro eleven to a scoreless tie on the Pedro campus. Displaying more fight in holding the Pilots to a deadlock than they had shown all season, the Cees had victory within their grasp, only to lose the ball to the fighting Pilot squad. In the League finale L.A. took a 13-0 victory over Manual Arts on Housh Field. In this game, the Pioneers discovered a new star fullback by the name of Joe Narr. For three quarters he pounded the Toiler line until they were near exhaustion; and then, in the last quarter, he reeled off runs of 40, 11, 9, and 6 yards. Finally he crashed over for the second touchdown.

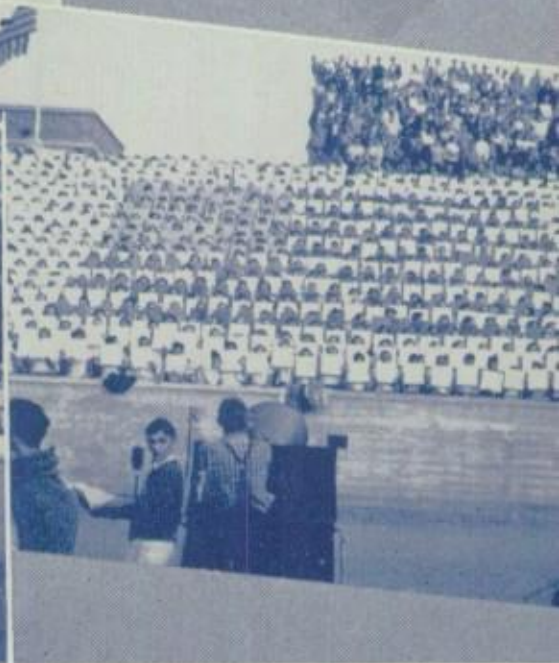
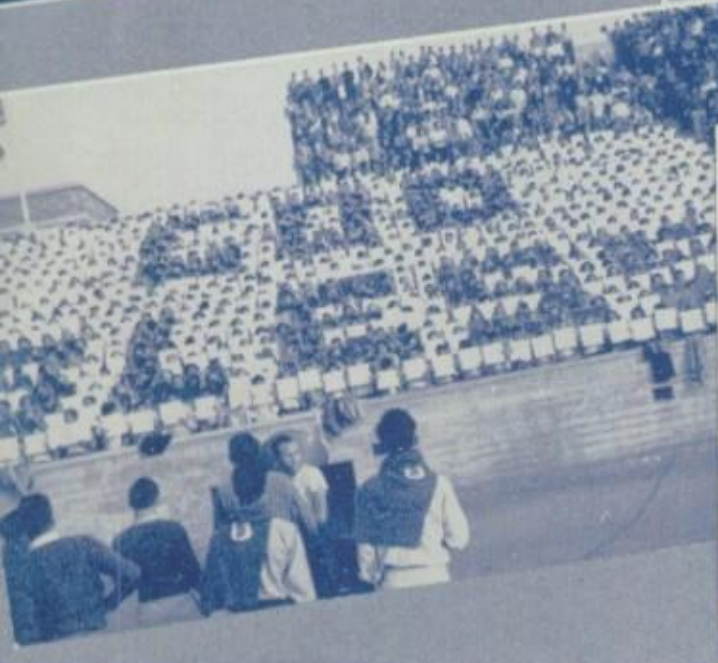
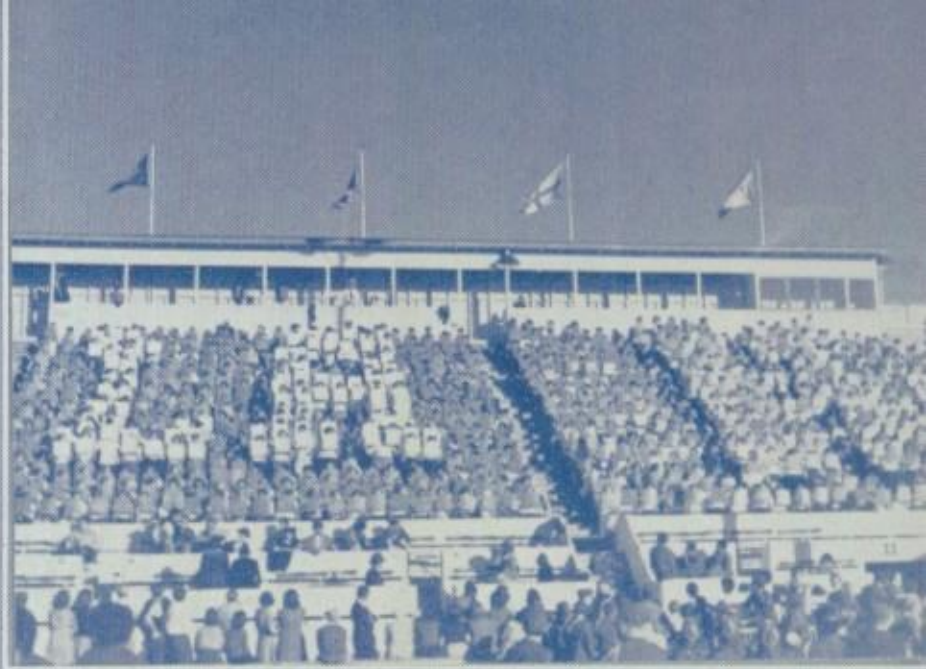
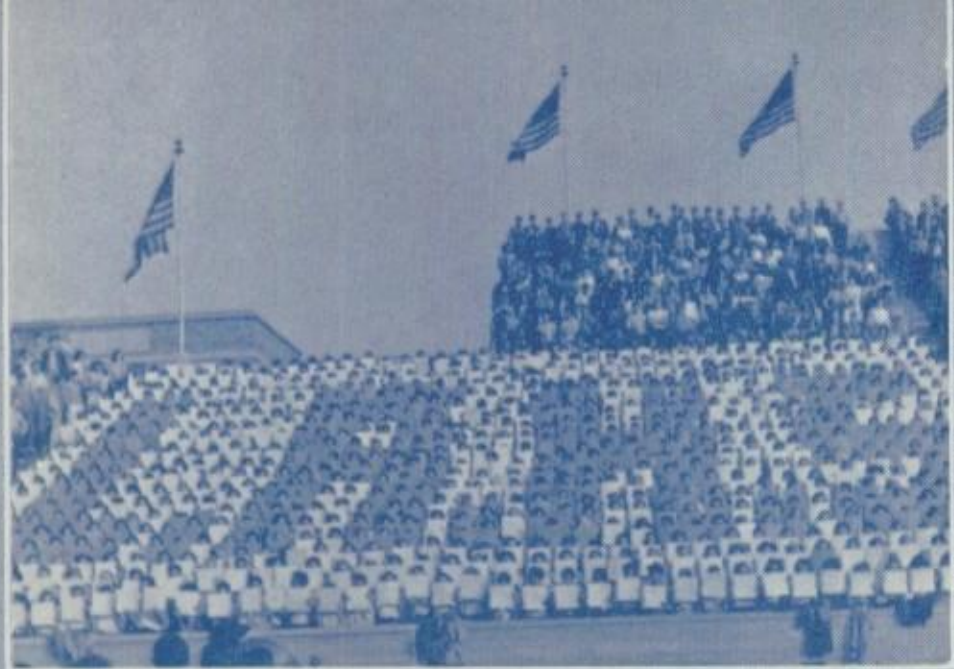
In the last game of the season, Rome's "peewees" took a landslide victory from Hamilton, garnering a 41-0 victory. Stars of this game were Bud Rubel, John Dee, Duane Leahy, "Harpo" Cooper, "Tock" Iwashika, Joe Narr, and Hideo Tanaka. Hideo Tanaka was elected captain at the end of the season. It was the opinion of all the coaches in the "C" League that Captain Tanaka was the best blocker in the league.

Top row, left to right: Darley, Naka, Iwashika, Lahey, Richartz, Vivian, Tollefson, Ruble, Eaton, Murata, Beigleman, Coach Fisher.

Second row: Dee, Taylor, Araujo, Catudal Roy, Stern, Lombardi, Marrone, Wood, Catudal Ray, Link.

Bottom row: De Marco, Cooper, Basso, Nishimura, Iura, Tanaka, Sekino, Gustafson.



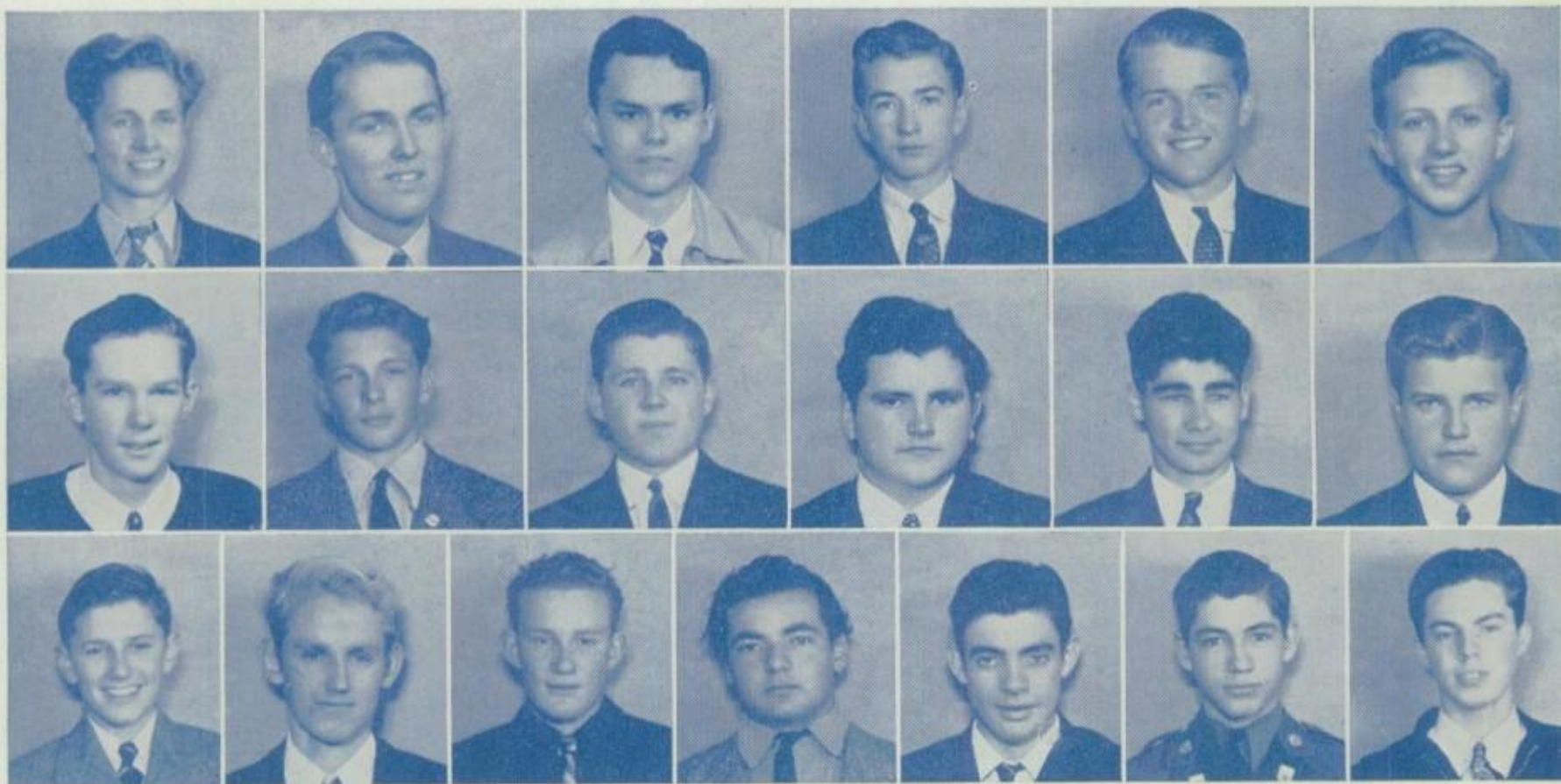


WESTERN
LEAGUE
CHAMPIONS



Hail! Hail! to L. A. High, Noble and Strong

Roman Athletic Managers



*Top row, left to right: Baumer, Bennett, Clark, Darley, Dodson, Dyer.
Second row: Knickrehm, Levy, Munson, Murran, Miron, Perstein.
Bottom row: Pollock, Ridenour, Robbins, Sandoval, Strickler, Wilcox, Yardeen.*

President: Dave Clark
Vice-president: Ed Yardeen
Treasurer: Bob Perstein
Sponsor: Mr. Philo Chambers

The Roman Athletic Managers' Club, with the closing of the W '41 term, completed its eleventh semester of existence. A manager's duty is to aid the coaches of Los Angeles High in every way possible, to prepare the field for athletic events, and to take care of the equipment of the team he manages. In order to belong to the R. A. M., one must be of strong character, be a willing worker, and possess a great deal of school spirit. Truly, this service organization has proven to be invaluable; and since its origination, it has definitely promoted efficiency in the many sports of the school.

For several years, the R. A. M. has been under the guidance of Mr. Philo Chambers, who has been not only an excellent sponsor, but also an inspiration to all the members of the club.

The list of Rome's athletic managers is comprised of: Paul Beigelman, Harold Bennett, Dave Clark, Dick Darley, Warren Dodson, Bill Dyer, Bob Knickrehm, Robert Lee, Floyd Levy, Allen Miron, Miller Munson, Desmond Murran, Bob Perstein, Dick Pollock, Lee Porter, Paul Ridenour, Julius Robbins, Charles Sandoval, Jack Strickler, Covert Wilcox, and Ed Yardeen.

Water Sports

Varsity Waterpolo



*Top row, left to right: Perstein, Murrietta, Henning, Lull, Swain, Lacy, Marquardt, Schoen, Harris, Levine, Barraclough.
Second row: Fox, Cozens, Wilkinson, Bell, Follmer, Applebaum, Schleuter, Arevalo.
Bottom row: Sawyer, Hulbert, Hutchins, Scott, Paden, Harris, Hendricks, Simon, Howland.*

The Roman Varsity Water Polo Team of W '41 again looms as the outstanding contender for the Southern California Championship. This prediction is based upon these two factors, first, the excellent spirit and fine cooperation displayed between the team and Coach Crumly and secondly, the lightning speeds of the forwards and sprints, plus the general superior power of the team as a whole. This team defeated all but one of its opening practice opponents. This schedule included many teams which come from various sections of Southern California. Bakersfield, one of the most distant, challenges Rome's might.

Year after year, boys come out; and through their excellent sportsmanship, they bring new and lasting honor to grace not only the name and reputation of the school but also the trophy room of Los Angeles High School. But while the sport needs boys of a high calibre to produce such results, a team needs a counselor critic, and leader. Such a person is our own Coach Crumly, who unselfishly devotes many afternoons each week toward the success of the team. Through his ceaseless and untiring efforts, the teams of L. A. have been champions not only in fact but in sportsmanship.

Hail! Rome's Water Legion! First string: forwards: Johnny Howland, who is carrying on for brother Tag, Slade Hullbert; guards: Vaughn Hutchins, Bill Follmer; sprint: Ross Harris; centerback: Willard Bell; and goalie: Phil Simon. Others who saw action were Scott, Hendricks, Henning, Cozens, Paden, Lull, and Harris. The reserves were plentiful, and prospects for next year's team are bright. Paul Ridenour, Bob Pers-tein, and Miller Munson were managers.

B Waterpolo



*Top row, left to right: Ridenour, Godshall, Mitchell, Seaman, Hodgins.
Second row: Morgan, Fisher, Cameron, Gayman, Koebig, Wainer, Alport, Winkler.
Bottom row: Enright, Long, Davis, Mulhern, Lawshe, Lyon.*

Another fine season for the B water poloists has ended. Trained by Coach F. E. Crumly, they have splashed their way to victories over teams from all over Southern California. Paul Ridenour was the able manager.

The starting line-up against most of the opposing squads was, forwards: Gordon Winkler, Jim Lawshe; guards: Jack Koebig and Bob Gayman; sprint: Bob Mapel; centerback: Jack Long; and goalie: Richard Wainer. Substituting for these boys were: Harry Godshall, Paul Mitchell, Malcolm Seaman, George Hodgins, Bob Fisher, Harry Cameron, Rudolph Alport, Tom Mulhern, John Enright, Leonard Davis, and Douglas Lyon.

C Waterpolo

Once again, the C water polo team, coached by Mr. Crumly and managed by Miller Munson, has come through a successful season. Paced by Albert Aleman and Norman Sper, constant threats to opponents' goals, the squad started slowly but improved with every game.

The first string consisted of Albert Aleman and Bill Boner at the forward positions; Byron Reynolds and John Dee, guards; Norman Sper, sprint; Lawrence Powell, centerback; and Walter McCabe, goalie. Constantly vying for places in the starting line-up were Eugene Compere, Jan Milroy, Ralph McKenzie, Warren Hamilton, Ramsey Elliott, and Robert Peck.

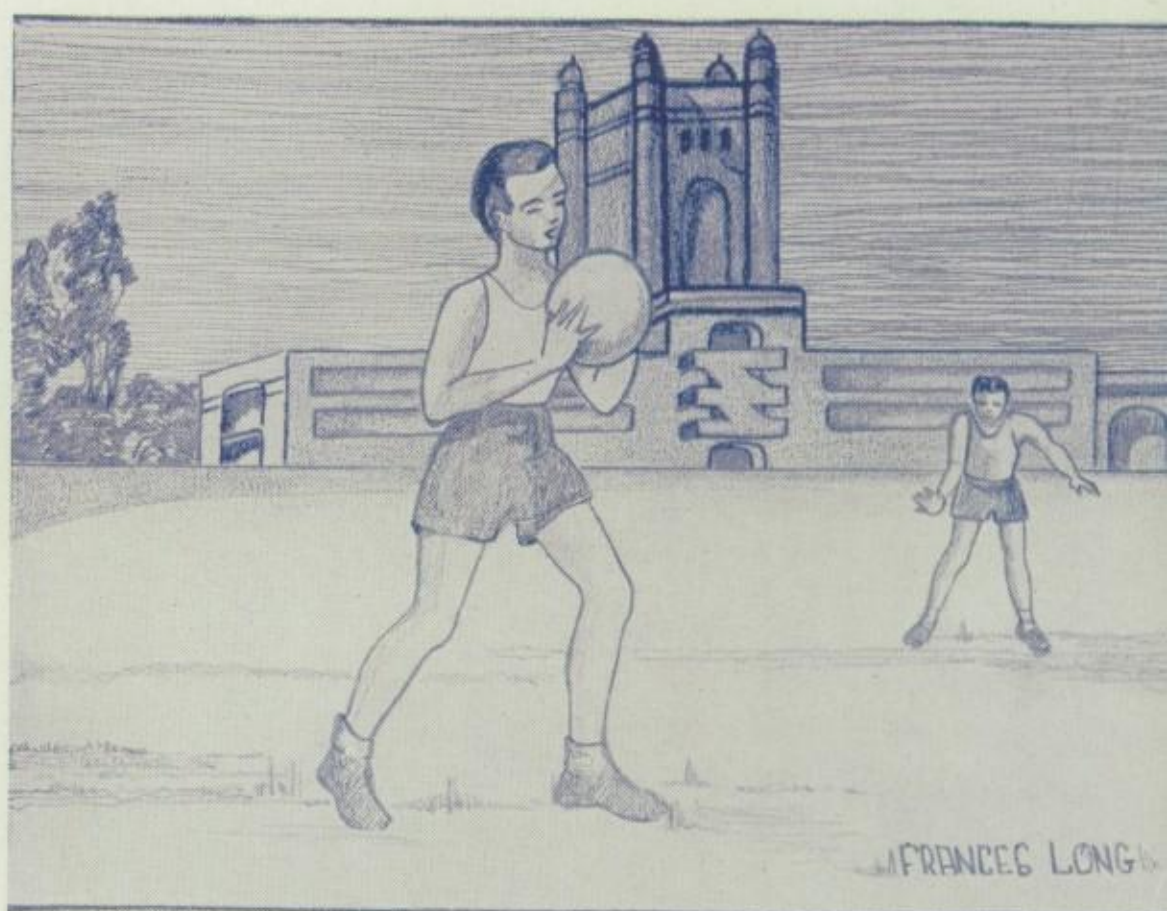
A high point of the season was the win over Huntington Park.

*Top row, left to right: Munson, Milroy, McCabe, Elliott, Peck.
Bottom row: Compere, Powell, Aleman, McKenzie, Boner, Hamilton.*



Go a full a Italian
we've had lots of
fun together.
Love
Dorothy
Warren

Basketball



FRANCES LONG

Varsity

Although but a few games had been played at this writing, Los Angeles High's squad appeared encouraging, despite the loss of ten lettermen from last year's runner-up team in the Western League. L. A. was undefeated, having scored close victories over Jefferson and Polytechnic. The complete squad was composed of fourteen members, namely: Ralph Witt, Phil Prince, Marty Herbst, Ernesto Quintero, Bill Harwood, Oscar Dato, Bob Gilbert, Bill Spragins, Bill Rankin, "Chuck" Richartz, Carl Wolff, Dan Thompson, Ralph Barnard, and William Johnston. Much credit is due to Coach Hemsath who, because of his hard work, has the reputation of turning out always a strong squad.

Those who contributed to the team were as follows:

Ralph Barnard, a guard from last year's "Bee" squad improved greatly as the season progressed. Ralph, an eleventh grader, now, will be a fine prospect for next year's squad because of his stalwart defensive playing.

Oscar Dato, an 11th grader, showed much promise and will be of great value next year. His shooting accuracy will make him strong in next year's center position.

Bob Gilbert, another 11th grader, improved steadily as the season progressed. He also will be heard from next year in his center position. "Red," because of his fine tip-in ability, was always in the thick of the fight for center.

Bill Harwood, rangy center, added many points to L. A.'s scoring column with his many pivot and tip-in shots. Graduation in February will deprive the team of Bill's effectiveness as he is a Senior A.

Marty Herbst, who made a "Bee" letter in the tenth grade, was back on the job. Playing forward, he improved greatly as the season progressed. Marty will also be missed next year as he graduates in June.

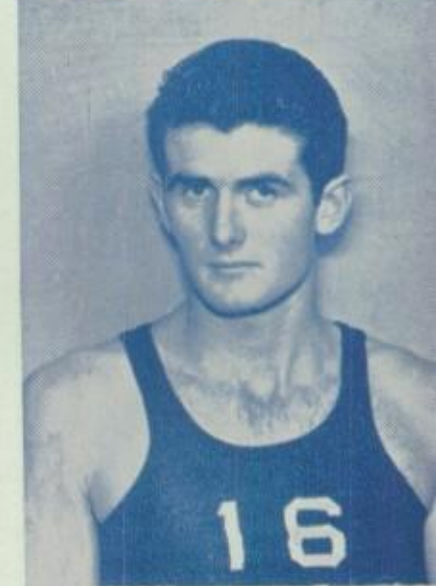
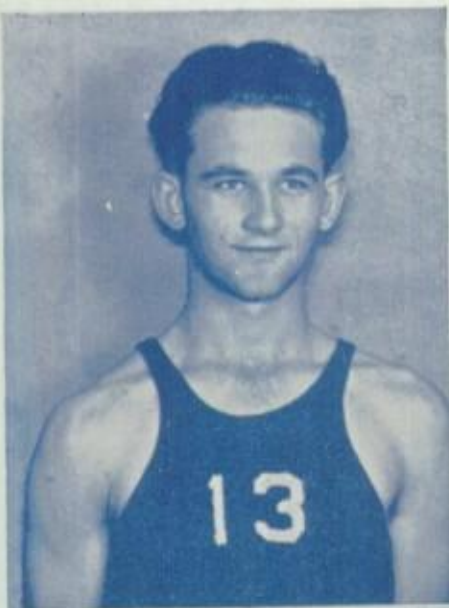
William Johnson, the only tenth grader on the squad this year, improved greatly as the season advanced. With two years ahead of him, he should develop into a good guard and defensive player.

Spragins sinks a goal in the hard fought Dorsey game.



Barnard
Dato
Harwood

Herbst
Prince
Quintero



Basketball

Phil Prince, who was the tallest member of the squad, was a big asset to the team this year because of his height and his experience on last year's varsity basketball squad as a forward. Phil graduates in February and will be greatly missed next year.

Ernesto Quintero, from last year's varsity reserves, returned this year and made a constant bid for a forward position. Ernesto is a good shot. He will be lost to the team next year as he graduates this February.

Bill Rankin, returning from last year's squad, was a big satisfaction to the team because of his rebounding and his effective defensive playing. Bill also graduates in June.

"Chuck" Richartz, a 12th grader, playing his first year on the squad, was very helpful from his guard position because of his speed and co-operative playing. "Chuck" graduates in June.

Bill Spragins, varsity basketball's second three-year letterman, was one of the mainstays of the team. His handling of the ball and accurate shooting made him powerful as a guard. Bill graduates in June.

Dan Thompson, a guard up from last year's "Bee" team, showed great fight and determination throughout the season. He is counted as one of next year's mainstays, according to Coach Hemsath.

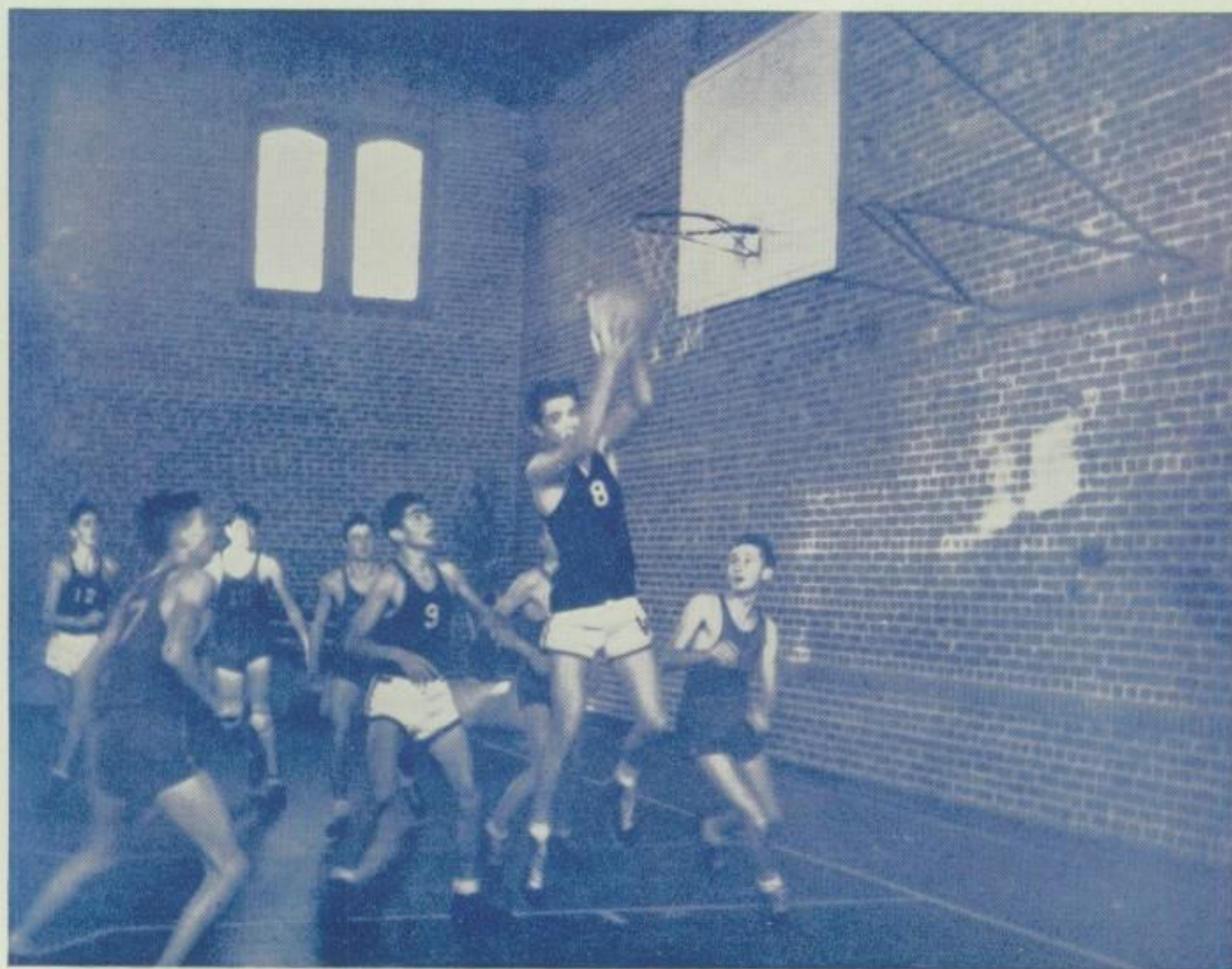
Ralph Witt, a forward up from last year's "Bee" squad, although he is lighter than most of the fellows, had accuracy. This quality added greatly to the strength of the team. This is Ralph's last year.

Carl Wolff, another 11th grader, played a fine game at guard this past season because of his training and experience on the "Bee" squad last year. He should prove a big addition to next season's team.

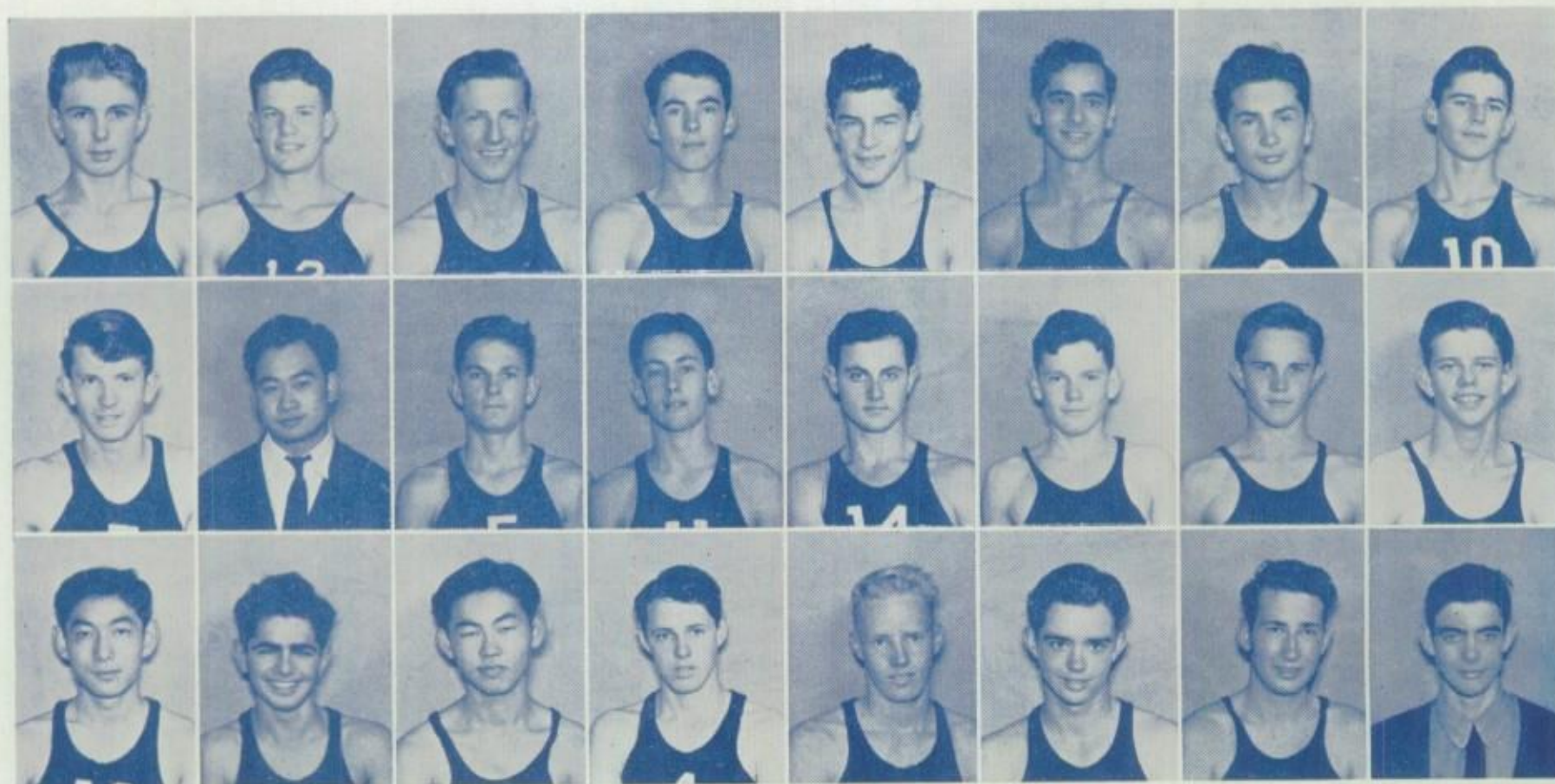
The B basketball squad displays good teamwork in the Unihi tilt.

Rankin
Richartz
Spragins

Thompson
Witt
Wolff



B Basketball



Top row, left to right: Bertram, Bradley, Coffee, Davis, Dickenson, Farhood, Hellman, Kautz.
 Second row: Klein, Lee, Lewis, Lowe, Loew, Manwaring, Murphy, Mynderse.
 Bottom row: Nerusi, Shahian, Shishino, Walker, Welles, Wells, Young, Strickler.

This year's "B" Basketball team, although composed mostly of tenth and eleventh graders, shows all the fight and spirit necessary to produce a championship squad. As it is too early in the season to predict the outcome of the well-drilled "B" players, it is safe to say that they will give a fighting account for themselves. The first practice game of the season was won by L. A. High with a score of 29 to 12 over Jefferson High. Several days later, the "B" team defeated Polytechnic High 15 to 8. In the last practice encounter, L. A. trounced Hollywood 23-12.

The present squad consists of: forwards, Bert Coffee, Standlee Kautz, Bob Lowe, Dean Walker, and Lewis; centers, Klein, Bill Wells, Roy Young, and Malcolm Mynderse; guards Fred Bertram, Harry Dickenson, Jack Shahian, Norman Marshank, Bill Bradley, Hillman, and Murphy. The first string probably find Kautz and Lowe or Coffee as forwards, Klein at center, and Bertram and Dickenson at guards.

The Student Body can depend on the efforts of Coach Horace Bresee to pull the team out of any rough place in which it may be. Coach Horace Bresee has never, in the last seven years, failed to bring a "B" squad to lower than a third place in the Western League. That this team will raise the average of this record can be surmised from the willingness of the fellows themselves.

The team was managed by Jack Strickler.

L. A.'s varsity, led by Ralph Witt, invades the Redskins' defense.



C Basketball



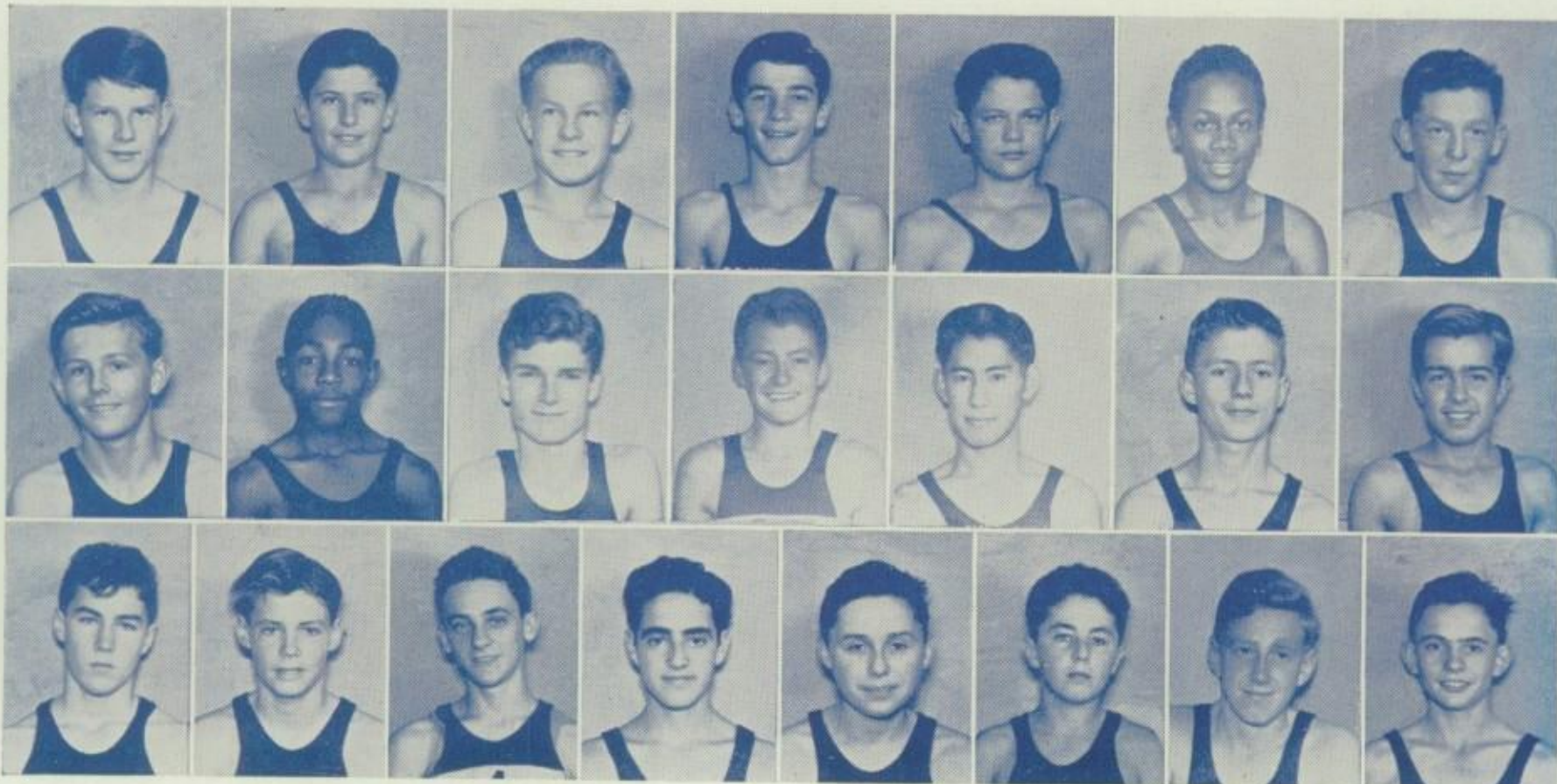
Bill Harwood fights to defend the Roman goal against the Warriors.

Coach Harmon Baldwin built his squad around the three returning casaba players from last year's team, John Stern, Don Cohen, and the only returning letterman, Harold Kimball. After many weeks of hard practice, the team presented a formidable aggregation, which became L. A. High's threat to the opposing teams of the Western League. Members who made up this year's team were forwards, Harold Kimball, John Stern, and Jack Whitehouse; centers, Stanford Waldman, and Jim Jarvis; guards, Jack Boltz, Clyde Coffey, Don Cohen, Ed Gallagher, and Fred Kobyashi.

The reserves or "D's", as they are sometimes called, played their own schedule with other teams; and it is on the returning "D's" that the following season's well-trained and co-ordinated "C" team pins its hopes. On the "D" team this season were Jim Barlow, Jack Bausman, Fred Custer, Bill Dudley, Richard Nichols, Jack Otero, Warren Richards, Bob Siegel, and Charles Zubieta.

This season's "D" squad was ably coached by Robb Taft, who did a fine job of whipping the team into shape for the schedule.

*Top row, left to right: Barlow, Bausman, Boltz, Bookbinder, Clark, Coffey, Cohen.
Second row: Custer, Dudley, Jarvis, Kimball, Kobyashi, Nichols, Otero.
Bottom row: Richards, Rogers, Siegel, Stern, Stevens, Sweezey, Whitehouse, Zubieta.*



Irene
Just we have
really had a lot
of fun together
haven't we?
yours really and
adorable girl
Dot

HUMOR



Dear Irene -

Colonel Payway - It's
been grand knowing you -
and loads of fun
being with you in Siberia -
you are cute and crazy -
as crazy as a cat. Hoot!!
Always laughing at
your own jokes - I've
loved, and loved knowing
you - Colonel -
Love,

Ginger
Gastner

ROMNEY BALLANTYNE
R.O.T.C. EDITOR



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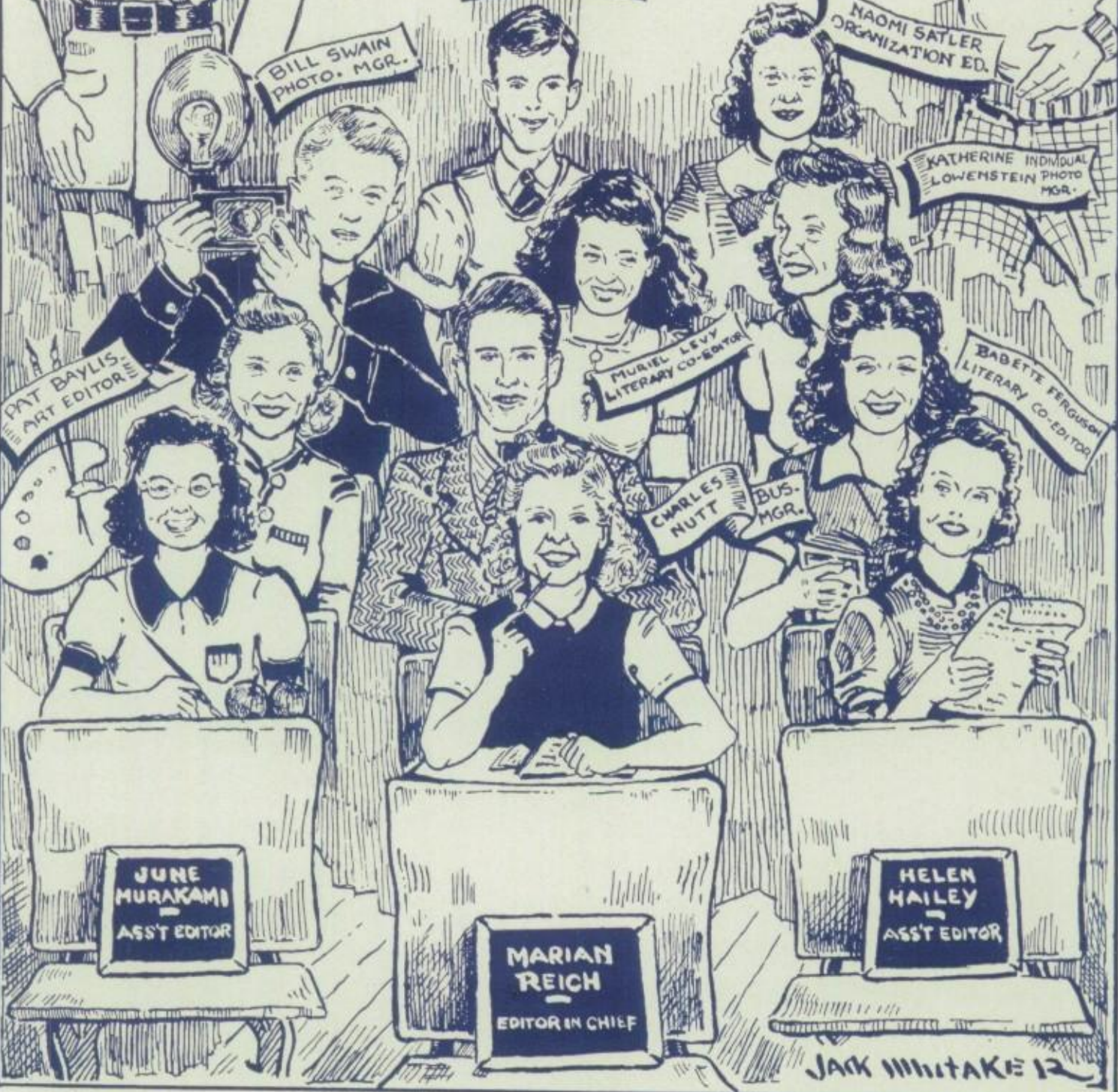
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CROWDS COME TO W'41 HOMECOMING MANY CELEBRITIES TO ATTEND

LITERARY CELEBRITIES

From the literary circles will be two most outstanding journalists. Miss Audrey Probst, now the esteemed Mrs. X, renowned for her stories of Connecticut life, spends most of her time taking trains between Los Angeles and New Haven, at which place she attends Yale homecomings, and Sherman Rifkin, who will report the homecoming to his syndicate, is flying from Kalamazoo. He is now known as the most brutally curious of his profession and is investigating the life of the Murdered Cock-Robin.

Of local renown will be our district attorney, Mr. Robert Meyer, and that prominent Defense lawyer, Mr. Melville Nimmer. They have just concluded a case, opposing each other. The argument concerned the respective merits of Tarzan and Superman. Another of the W'41 class, Judge Robert Rubel, decided that the case was most definitely a draw.

COURAGEOUS WOMEN

Two brave bits of femininity will be present, who have proven that women can be courageous when necessary. They are Peggy McGinnis, the famous explorer, who has just completed her book, "Run While You Can," and Dorothea Fitzgerald, the valorous woman detective, who always gets her man. Lieut. Fitzgerald and the force are now on the trail of Muggsie the Slugger; and Dorothea reports from her hiding place that the kill is expected any minute—of whom, she doesn't say.

Tomorrow, just twenty years since they bade farewell to their L. A. High School days, several hundred alumni of the W'41 class will return to the halls where they attempted to gather wisdom. Arriving from every corner of the earth, from every walk of life, they will be indeed proud to relate the records of their successes. Nearly every one attending is a leader in his respective field.

Prominent from the world of science will be Dr. Hugh Elliott, who is famed for his cures of that ghastly disease, finger-nail-bitis, and Dr. Norman Juster, now most renowned since his discovery of the Missing Link.

MOVIE COLONY TO BE REPRESENTED

Among those well-known to our local readers will be several notables from the Film Colony. Miss Jeanne de Sook, who has been touring the country as the star of the Ice Follies of 1961, is now in Hollywood to play the title role in the Life of Sonja Henie. Miss Caroline McCarthy is taking time off from the studio where she is now portraying Bubbles Gigglesworth in that the Great Classic, *April Will March in December*. Playing opposite Miss McCarthy will be that Glamour Boy of Television, Curly Errett, another L. A. High alumnus.

Stars will not be the only representatives of Hollywood: Miss Jane Josephs, the well-known playwright who has just completed her latest success, *Two Troublesome Twins*, will be present. Also Miss Mary Jane Hendricks, the famous dress designer, now astounds even Hollywood with her unusual hat designs. Her latest represents a lampshade with a light that goes on and off.

CHARMING PROGRAM TO BE PRESENTED

Entertainment at this W'41 Homecoming will be both delightful and ingenious. Speaking will be the former Miss Nancy Lou Pederson (now the prominent Mrs. Z) who is President of the National Grammar School P. T. A. Miss Mardie Bennison, the queen of all torch singers, who returns fresh from her latest Broadway success, will interpret a selection. The musical, in which she starred, endeavored to portray in a most delightfully quaint style, the duties and habits of that extinct creature, the "Jitterbug." Financing the play was Mr. George Polinger, former treasurer of the W'41 class. He is now President of a chain of banks and loan establishments which charge 75 per cent interest.

Presenting a fashion show to delight the feminine hearts will be Madame Dolores Claude, better known as "Lollie of the Ritz." Her model will be that most charming of her profession, Miss Valarie Stabler.

John Fulton, president, of the Y. M. C. A. will deliver an oration destined to leave breathless all those who hear it. The title of this masterpiece is "Tricky Techniques of Tiddley-Winks." Demonstrating these T. T. T.'s will be Katherine Lowenstein, also active in the sports world.

Distributed among the guests at the Homecoming will be sample copies of a new magazine "Psssst," edited by Marian Reich and Charles Nutt, who have always been outstanding in their line.

Making a plea for the Red Cross will be the former Miss Betty Huse, an outstanding clubwoman, and Miss Annelise Linz, chairman of the local Red Cross Committee.

"Park's Portable Posies"

Cart delivery at your door—(Just listen for the little bell!)

FREE! a sweetpea with every

dozen orchids purchased **FREE!**

Telephone--JYP 00000000001

DAILY DOINGS

Nov. 32, 1961

- 10:00 Welcome by Bob Errett (Minus Make-up) of homecoming alumni
- 10:30 Generals Ballantyne and Hutter review Home-guard on Housh Field.
- 11:00 Lectures by prominent members of W'41 class:
President and vice-president of Model House-wives Association (former Dorothy Leishman and Nedra McClees) in Cooking room.
Edward Clinton, discussing the art of aquatic broadcasting, Oliver Pool.
Exhibition of surrealistic cartoons by Tom Hill.
- 12:00 Luncheon—Menu planned by great chef Harold Maddren
- 1:00 Program in main auditorium—Joe Wolf (prominent Motion Picture director) as Master of Ceremonies.
- 8:30 Dance—Tommy Johnston's orchestra

MUSICAL TALENT

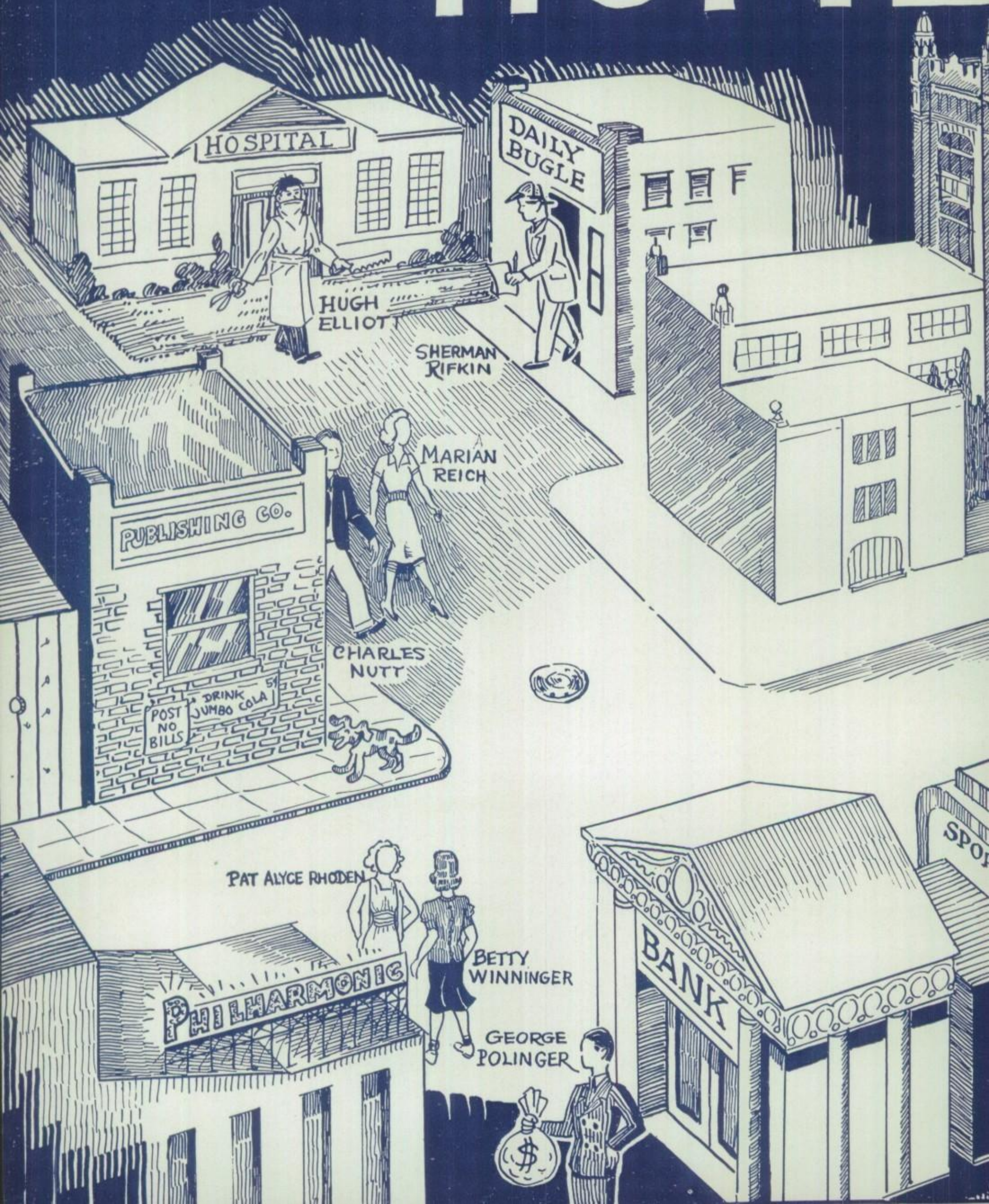
Very well represented during our Homecoming will be those musically inclined. Notable among these will be Mme. Elizabeth Wininger, of Metropolitan Fame. (Opera—not Life Insurance.); Miss Kathryn Mook, pianist, famed for her rendition of Knut's Mudville Nights; Mr. William Gross, world renowned clarinetist who has crowned—oops—played for all the crowned heads of Europe, of which there are at present very few; and Patricia Alice Rhoden, premiere danseuse of La Scala in Milan, Italy. Then the audience will hail Lloyd Blanpied, who started out to be an engineer but ended up a famous baritone, Lloydolphio Blanpiedio, toast of the social circles in N. Y., London, Russia, and all points west.

A MEMORABLE EVENT

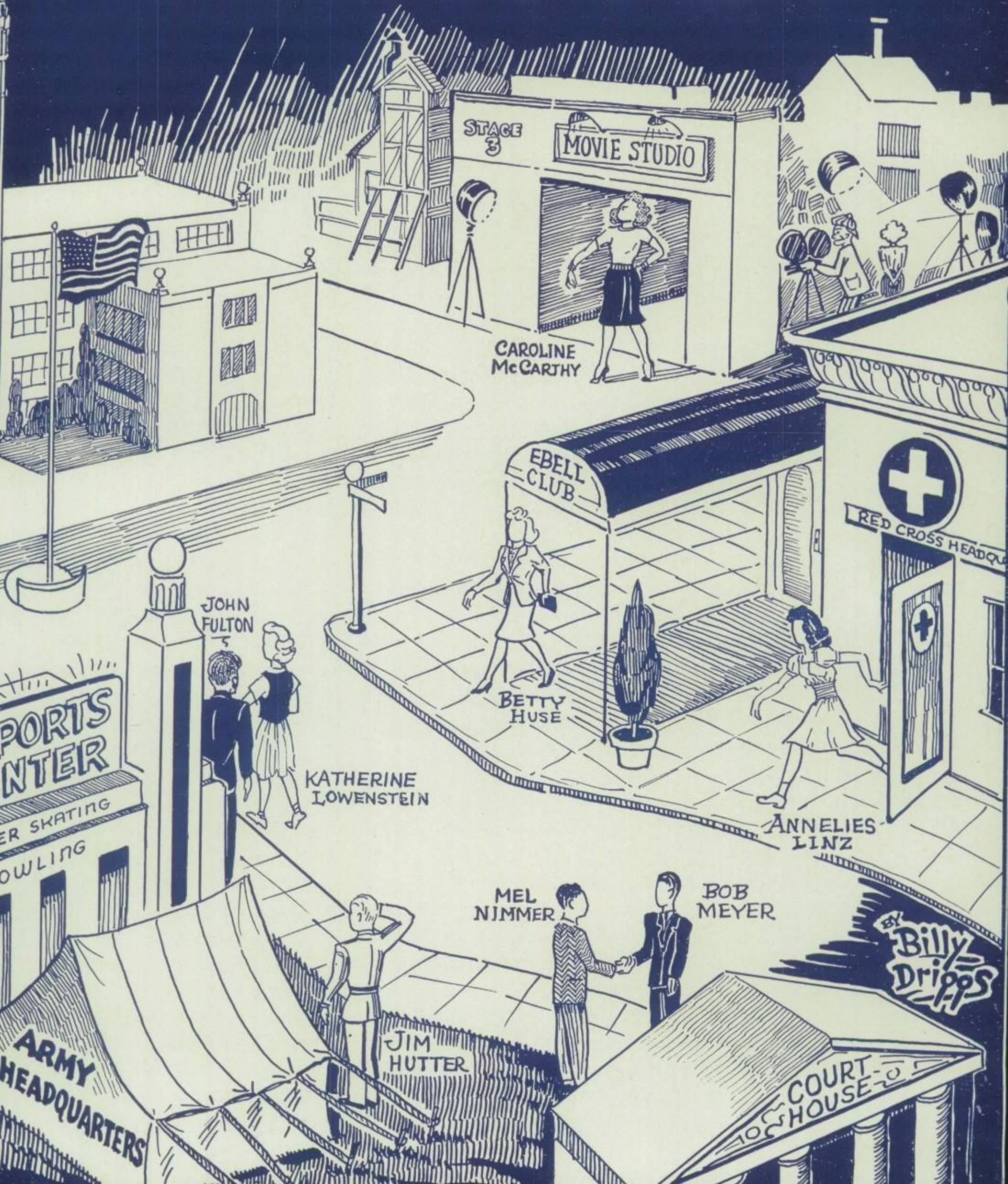
If there should be a prophesy about the Homecoming of the W'41 class, it would most certainly be of an occasion to be remembered always. The alumni will bear away with them a reminiscence that can be harbored in their hearts among the most momentous of their lives. Stamped indelibly among cherished recollections will be this day of retrospective friendship—who knows? Perhaps, this reunion will be the rebirth of really sincere companionship. We, the editors, impart our wish that The Homecoming of the Class of W'41 will be one of the most radiantly successful ever held at dear old Los Angeles High School.

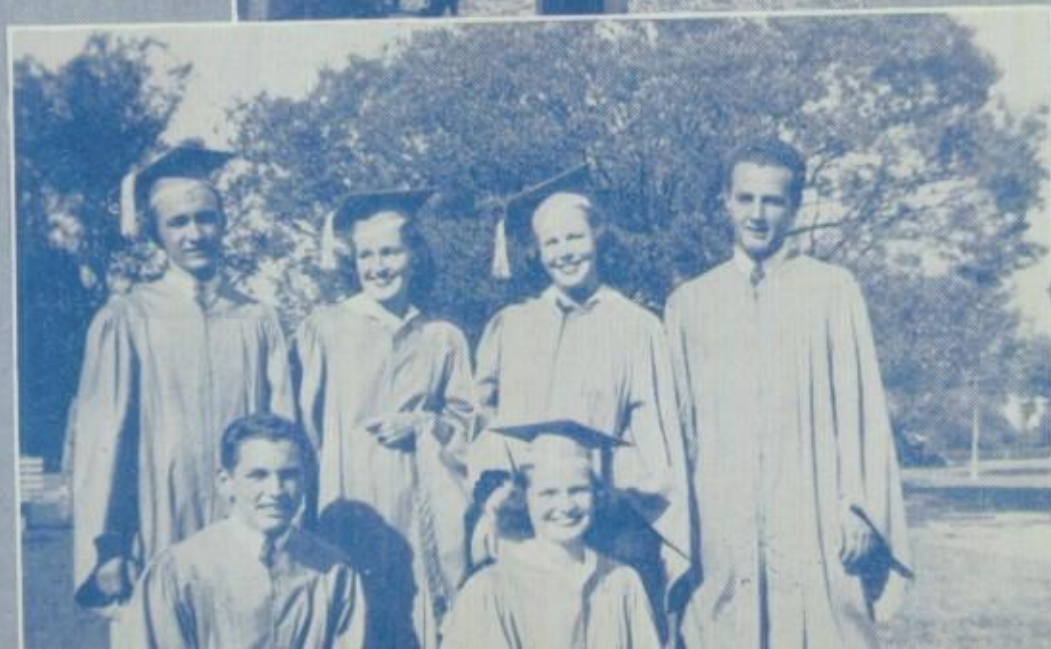
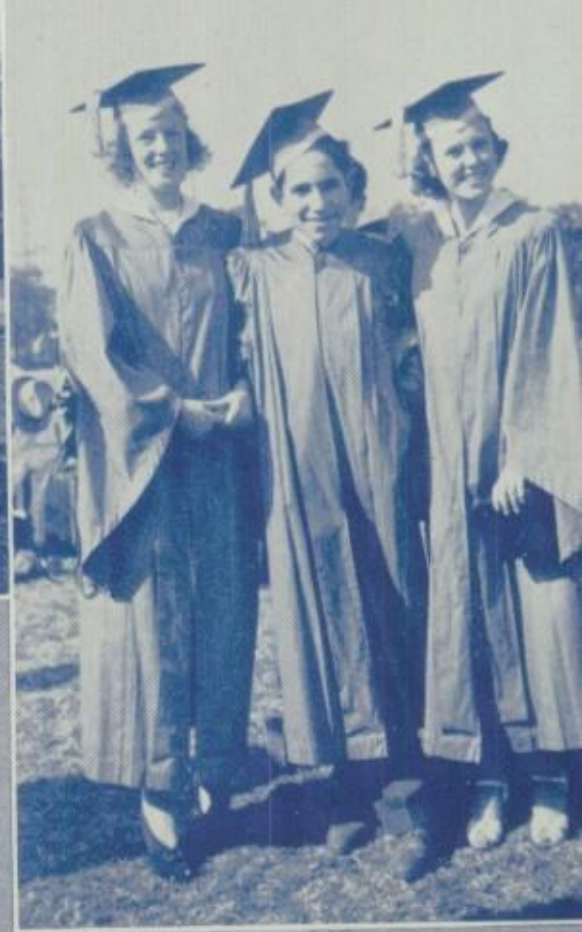
Los Angeles High

HOME



School COMING!







Memorable Days



September 16, 1940

School started today; and after one look at the serious individual who is truant officer, one is certain L. A. will have excellent attendance this term,

October 1, 1940

Annual football rally held forth this day; and it looks as if we shall have another championship team this year. Opportunity knocked for those who wished to get acquainted as it was "Hello Day."

October 10, 1940

New girls' party. All senior girls who entered the gym this afternoon were presented with two lollypops and a little sister.

October 25, 1940

L. A.'s halls went without the sun's smiling rays; tragedy and rain fell together; game with Fairfax went with the wind.

November 4, 1940

The democracy of L. A. High held its political presidential election today; and as Rome went, so went the nation.

November 8, 1940

Today was the most memorable, starting off with the very impressive R. O. T. C. review. No one can add to the beauty of our Armistice Day assembly; all one can do is comment on the perfection with which it symbolized the spirit of recognition to those who made the supreme sacrifice.

November 20, 1940

Good sportsmanship held forth at Gilmore Stadium today in the annual football classic between L. A. and Fairfax.

This Semester

November 29, 1940

The long awaited P. T. A. Carnival took place this afternoon. There was a real satisfaction in the realization that we were supporting not only our school but the Milk Fund for underprivileged children.

December 3, 1940

Today was Cap and Gown Day, and seniors spent most of it trying to get in flattering poses; necks are slightly stiff; but if one may believe Emerson, the pictures taken will prove "Compensation."

December 5, 1940

Ebenezer Scrooge and the ghost of Marley roamed Rome's halls, but in spirit only. The drama classes presented the immortal Christmas Carol by Charles Dickens for the P. T. A.

December 20, 1940

Christmas Day program was truly beautiful; the silence was almost audible; and one could sense the peace and good will present.

January 11, 1940

Maidens fair escorted by handsome officers attended the military ball. Brains before beauty may not be a familiar saying, but it is certainly a consoling one for those who sat home alone.

January 28, 1940

Star and Crescent dance this afternoon! Senior boys had to be on guard for Rome's fairest displayed their finery.

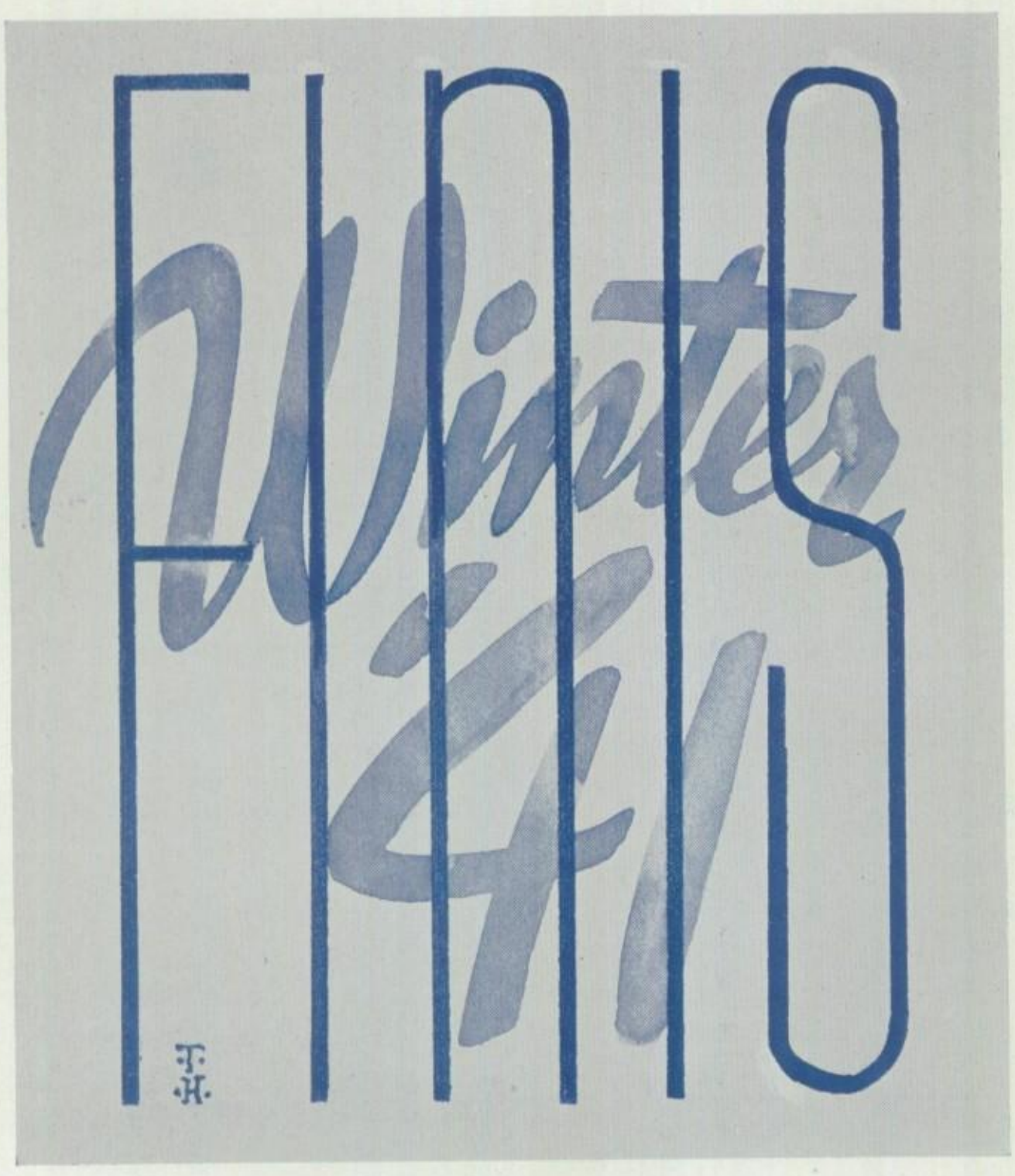
January 31, 1940

Departing seniors had their last look at L. A. through misty eyes today, and one is certain that last look at L. A. through the haze produced by fond farewells will always remain a cherished memory.



No fear
to the school
a lot of one's friends
but I hope you make
many more in the future. Be
of luck for every thing -
Love and kisses
Dad & Mother
the next best me.

June, you really are a very sweet &
charming girl, and I've enjoyed
knowing you.
Nan Birmingham



T.H.

Best wishes to a
wonderful girl. Your
really are swell.

Sincerely,

Jean
Spangler

5/41

lots of luck
to a real sweet gal
hope to see you often
Ronnie Zick W'41

Look to a super
girl who I wish I could
have known you sooner
Dicks Sweet
M

Just the
best of fortune
will be yours -
Mabel
T. A. T.

May you have the
best of everything. It's
you and I hoping we
met again!

Elizabeth Moody

Good luck &
lots of success.
Walker
Wisselburgh
S'41

Lots of luck to a
darling girl -
Mary Storming

Don't worry, I will
probably tell her
sweet. You are
helpful. I just can't
mine
Barbara Brown

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